

I DIG ARCHAEOLOGY! - PRELIMINARY HSC SIMULATED EXCAVATION DAY PROGRAM

Topic: Introduction – Investigating the Past: History, Archaeology and Science

RELEVANT NSW BOS SYLLABUS PRELIMINARY HSC CONTENT:

Students learn about:

1. Methods of investigating the historical past
 - Role of history and archaeology in investigating the past; complementary nature of both disciplines.
 - Unique methodologies of the historian and archaeologist; the contribution of written and material remains in providing evidence.
2. The nature of the sources and evidence
 - Archaeological and written sources; how evidence is lost, preserved and rediscovered.
 - Nature of the evidence provided by written and archaeological sources, complementary and contradictory.
 - Asking questions of archaeological and written sources.
3. Reconstructing the past: the role of sources and evidence
 - Reconstructing the past using archaeological and written sources; analysis of sources for use of evidence; recognizing the provisional nature of the evidence.
 - Testing hypotheses using types of sources; complementary and contradictory evidence; determining the authenticity, reliability and usefulness of sources.
 - Problems associated with reconstructing the past through archaeological evidence – ancient customs and religion.
 - Influence of different perspectives on interpretations of the past.
4. Current concerns relating to the ethics of the discipline
 - ◊ Human remains – ethical issues involved in their analysis and uses.
5. Role of science in unlocking the past
 - ◊ Contributions of science and other disciplines to the analysis and reconstruction of the past: biology, medicine, physics, geography, geology, chemistry, computer science, mathematics, sociology, anthropology, cartography, epigraphy, numismatics, vulcanology, papyrology, dating of evidence.

WORKING HISTORICALLY:

Stage 6 Ancient History Preliminary HSC outcomes integrated into this activity include:

A student develops the skills to:

- P 3.1 locate, select and organise relevant information from a variety of sources.
- P 3.2 identify relevant problems of sources in reconstructing the past.
- P 3.3 comprehend sources and analyse them for their usefulness and reliability.
- P 3.4 identify and account for differing perspectives and interpretations of the past.
- P 3.6 plan and present the findings of historical investigations, analysing and synthesising information from a range of sources.
- P 4.1 use historical terms and concepts appropriately.
- P 4.2 communicate knowledge and understanding of historical features and issues using appropriate oral and written forms.

KEY COMPETENCIES:

The I Dig Archaeology! simulated excavation program incorporates all of the key competencies outlined in the Preliminary HSC course:

- + collecting, analysing and organising information.
- + communicating ideas and information.
- + planning and organising activities.
- + working with others and in teams.
- + using mathematical ideas and techniques.
- + using technology.
- + solving problems.

KEY INQUIRY QUESTIONS:

- How do the different members of an archaeological team contribute to the investigation of the past?
- What are the advantages and limitations of using archaeological evidence to reconstruct the past?
- What ethical principles should guide archaeologists when excavating, analysing and displaying human remains?

ASSESSMENT:

- + Formal assessment: Written excavation report, OR creative individual/group presentation of the excavation methodology and site interpretation.

I DIG ARCHAEOLOGY! - PRELIMINARY HSC SIMULATED EXCAVATION DAY PROGRAM

TIMING OF THE DAY	PRELIMINARY HSC CONTENT KNOWLEDGE	PRELIMINARY HSC OUTCOMES	QUALITY LEARNING ENVIRONMENT: TEACHING AND LEARNING ACTIVITIES	ADDITIONAL RESOURCES
Introduction to the archaeological process (approx. 40 mins.)	<p>Students learn about:</p> <ul style="list-style-type: none"> ◇ Role of history and archaeology in investigating the past. ◇ Unique methodologies of the historian and archaeologist. ◇ Contribution of science and other disciplines to the analysis and reconstruction of the past. <ul style="list-style-type: none"> ◇ Unique methodologies of the historian and archaeologist. <ul style="list-style-type: none"> ◇ Role of history and archaeology in investigating the past; complementary nature of both disciplines. ◇ Unique methodologies of the historian and archaeologist; the contribution of written and material remains in providing evidence of the past. ◇ Reconstructing the past using archaeological and written sources. ◇ Influence of different perspectives on interpretations of the past. ◇ Contribution of science and other disciplines to the analysis and reconstruction of the past. 	<p>Students develop the skills to:</p> <ul style="list-style-type: none"> ◇ Use historical terms and concepts appropriately (P 4.1). <ul style="list-style-type: none"> ◇ Use historical terms and concepts appropriately (P 4.1). 	<ul style="list-style-type: none"> ◇ Students watch an i-movie which details the fundamentals of the archaeological process (designed to be a recap of prior learning). <ul style="list-style-type: none"> ◇ 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! <ul style="list-style-type: none"> ◇ 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! 	<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>

I DIG ARCHAEOLOGY! - PRELIMINARY HSC SIMULATED EXCAVATION DAY PROGRAM

Recess (approx. 10 mins.)

Fieldwork (approx. 1 hr 20 mins.)	<ul style="list-style-type: none"> ◇ Unique methodologies of the historian and archaeologist. ◇ Unique methodologies of the historian and archaeologist. ◇ Archaeological and written sources; how evidence is lost preserved and rediscovered. ◇ The nature of evidence provided by archaeological and written sources. ◇ Asking questions of archaeological and written sources. ◇ Human remains – ethical issues involved in their analysis and uses. ◇ Contribution of science and other disciplines to the analysis and reconstruction of the past. 	<ul style="list-style-type: none"> ◇ Use historical terms and concepts appropriately (P 4.1). ◇ Use historical terms and concepts appropriately (P 4.1). ◇ Identify relevant problems of sources in reconstructing the past (P 3.2). 	<ul style="list-style-type: none"> ◇ Students are provided with a detailed demonstration of the correct usage of the excavation and recording equipment, and the correct handling of artefacts in the field. Their skills in using this equipment will be continually guided and developed throughout the course of the excavation. ◇ In teams of approximately six, students excavate their designated square (0.9m x 1.25m) rotating tasks such as excavation, sieving, flotation of botanical remains, making a soil triangle, detailed labelling and bagging of artefacts, careful handling of sensitive material remains such as charcoal, completing detailed digital excavation proformas on android tablets, carefully planning features and artefact contexts on a grid, and professionally photographing artefacts in-situ. ◇ At the completion of the excavation, when all tasks are finished, students clean artefacts and excavation equipment. 	<p>Excavation equipment supplied by IDA:</p> <ul style="list-style-type: none"> 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 mins.)

I DIG ARCHAEOLOGY! - PRELIMINARY HSC SIMULATED EXCAVATION DAY PROGRAM

<p>Post-excavation analysis of finds (approx. 1hr 20 mins.)</p>	<ul style="list-style-type: none"> ◇ Unique methodologies of the historian and archaeologist; contribution of written and material remains in providing evidence of the past. ◇ Archaeological and written sources; how evidence is lost, preserved and rediscovered. ◇ Asking questions of archaeological and written sources. ◇ Reconstructing the past using archaeological and written sources; analysis of sources for use of evidence; recognising the provisional nature of the evidence. ◇ Contribution of science and other disciplines to the analysis and reconstruction of the past. ◇ Reconstructing the past using archaeological and written sources; analysis of sources for use of evidence; recognising the provisional nature of the sources. ◇ Testing hypotheses using types of sources. ◇ Reconstructing the past using archaeological and written sources. ◇ Testing hypotheses using types of sources. ◇ Problems associated with reconstructing the past through archaeological evidence – ancient customs and religious beliefs. 	<ul style="list-style-type: none"> ◇ Identify relevant problems of sources in reconstructing the past (P 3.2). ◇ Comprehend sources and analyse them for their usefulness and reliability (P 3.3). ◇ Use historical terms and concepts appropriately (P4.1). ◇ Communicate knowledge and understanding of historical features and issues using appropriate oral and written forms (P 4.2). ◇ Locate, select and organise relevant information from a variety of sources (P 3.1). ◇ Plan and present the findings of historical investigations, analysing and synthesising information from a range of sources (P 3.6). ◇ Communicate knowledge and understanding of historical features and issues using appropriate oral forms (P 4.2) ◇ Identify and account for differing perspectives and interpretations of the past (P 3.4). 	<ul style="list-style-type: none"> ◇ Students are regrouped (4s) and given an artefact 'type' to record and analyse, eg. pottery, beads, or metal objects. Students must describe, classify, formulate typologies (for example for the pottery or beads), 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 (if students propose valid avenues of scientific or further analysis, eg. residue analysis for pottery or C14 dating for charcoal, they will be issued with a replica specialist report on-the-spot to consider when interpreting their artefacts). Artefact recording forms are used record data about the different artefact types. ◇ Students use the literature provided to help them interpret and contextualise their artefacts, eg. an article on pigment shells from UR in Mesopotamia, an article on a Bronze Age tomb from Tell Abraq, UAE. ◇ 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. 	<p>IDA instruction cards on archaeological drawing conventions, archaeological photography (using professional photographic equipment), bead identification and typology, ceramic typology, Munsell colour charts</p> <p>IDA replica scientific/specialist reports including physical anthropologist's report, archaeozoologist's report, metallurgist's report, radiocarbon dating report, residue analysis (pottery, pigment shells, ostrich egg-shell vessels), malacological report (shells), archaeobotanist's report.</p> <p>For reference literature, see Reference list at the end of the program.</p>
--	--	--	--	--

I DIG ARCHAEOLOGY! - PRELIMINARY HSC SIMULATED EXCAVATION DAY PROGRAM

Reset the dig (approx. 20 mins.)

Post incursion	<ul style="list-style-type: none"> ◇ The unique methodologies of the historian and archaeologist; the contribution of written and material remains in providing evidence for the past. ◇ Archaeological sources; how evidence is lost, preserved and rediscovered. ◇ The nature of evidence provided by written and archaeological sources, complementary and contradictory. ◇ Asking questions of written and archaeological sources. ◇ Reconstructing the past using archaeological and written sources; analysis of sources for use as evidence; recognising the provisional nature of the evidence. ◇ Testing hypotheses using types of sources; complementary and contradictory evidence. ◇ Problems associated with reconstructing the past through archaeological evidence – ancient customs and religious beliefs. ◇ Human remains – ethical issues involved in their analysis and uses. ◇ Contribution of science and other disciplines to the analysis and reconstruction of the past. 	<ul style="list-style-type: none"> ◇ Locate, select and organise relevant information from a variety of sources (P 3.1). ◇ Identify relevant problems of sources in reconstructing the past (P 3.2). ◇ Comprehend sources and analyse them for their usefulness and reliability (P 3.3). ◇ Identify and account for different perspectives and interpretations of the past (P 3.4). ◇ Plan and present the findings of historical investigations, analysing and synthesising information from a range of sources (P 3.6). ◇ Use historical terms and concepts appropriately (P 4.1). ◇ Communicate knowledge and understanding of historical features and issues using appropriate oral and written forms (P 4.2). 	<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>Preliminary Ancient History assessment task</p>
---------------------------	---	---	--	---

I DIG ARCHAEOLOGY! - PRELIMINARY HSC SIMULATED EXCAVATION DAY PROGRAM

Reference list

- Abu Dhabi Islands Archaeological Survey (2004) "Shells and Archaeology – Work in progress", retrieved 25/1/14 from <http://www.adias-uae.com/shellbook/shellbook.html>
- Al-Sadeqi, W. (2010) "The Bahrain Bead Project: introduction and illustration" in L. Weeks (ed.) *Death and Burial in Arabia and Beyond* (Society for Arabian Studies, monograph 10); Archaeopress, Oxford, pp 153-163
- Andrews, E. (2003) "Faunal remains from the tomb at Sharm", *Arabian Archaeology and Epigraphy*, vol. 14, no. 1, pp 54-57
- Barker, D. (2000) "Notes on the shell and bone rings from Sharm", *Arabian Archaeology and Epigraphy*, vol. 11, no. 2, pp 199-203
- (2001) "Stone, paste, shell and metal beads from Sharm", *Arabian Archaeology and Epigraphy*, vol. 12, no. 2, pp 202-222
- Beech, M. (2003) "Archaeobotanical evidence for early date consumption in the Arabian Gulf" in Emirates Center for Strategic Studies and Research (ed.) *The Date Palm – From Traditional Resource to Green Wealth*, retrieved 12/2/14 from <http://www.adias-uae.com/dates/dates.html> p 11-31
- Benoist, A. & Hassan, S. (2010) "An inventory of the objects in a collective burial at Dadna (Emirate of Fujairah)" in Weeks, L. (ed.) *Death and Burial in Arabia and Beyond* (Society for Arabian Studies, monograph 10); Archaeopress, Oxford, pp 85-99
- Fleet, J. (1912) "Seals from Harappa", *Journal of the Royal Asiatic Society of Great Britain and Ireland*, July issue, pp 699-701
- Fowler, S. (2005) "A Rough Sheller's guide to the Northern Emirates", retrieved 12/2/14 from <http://www.enhg.org/dubai/fowler/ShellersGuide.htm>
- George, D. (n.d.) "Marine Invertebrates", retrieved 23/1/14 from http://www.uaeinteract.com/uaeint_misc/teanh/017minv.pdf
- Hartnell, T. & Barker, D. (1999) "Decorated discs from Sharm", *Arabian Archaeology and Epigraphy*, vol. 10, no. 2, pp 205-212
- Laufner, B. (1926) "Ostrich Egg-shell cups of Mesopotamia and the Ostrich in Ancient and Modern times", *Anthropology Leaflet*, no. 23, p 1-50
- Metropolitan Museum of Art (2006) "Stamp seal and a modern impression: unicorn or bull and inscription [Indus Valley]" (49.40.1), *Helibrunn Timeline of Art History*, retrieved 15/3/14 from <http://www.metmuseum.org/toah/works-of-art/49.40.1>
- Masia, K. (2000) "Pigment shells from Sharm", *Arabian Archaeology and Epigraphy*, vol. 11, no. 1, pp 22-23
- Moorey, P. (1999) *Ancient Mesopotamian Materials and Industries: the Archaeological Evidence*; Eisenbrauns, p 138-39
- National Museum Karachi (n.d.) "Ancient Indus Unicorn Seal, Mohenjo-daro", retrieved 16/3/14 from <http://www.harappa.com/indus/25.html>
- Potts, D. (2000) "Arabian Time Capsule", *Archaeology*, vol. 53, pp 44-48
- (2000) *Ancient Magan: The Secrets of Tell Abraq*; Trident Press Ltd, New York, p. 110
- Tengenberg, M. (2012) "Fruit-growing" in Potts, D. (ed.) *A Companion to the Archaeology of the Ancient Near East*; Blackwell Publishing Ltd, pp 197-198
- Thomas, R. & Potts, D. (1996) "Atacamite pigment at Tell Abraq in the early Iron Age", *Arabian Archaeology and Epigraphy*, vol. 7, no. 1, pp 13-16
- Washington State University Natural History Museum (n.d.) "What kind of shell is it? A snail? A clam? Something else?" retrieved 12/2/14 from <http://shells.tricity.wsu.edu/ArcherdShellCollection/ShellClass.html>