

Can You Dig It - Grade 7

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Summary

Students will create “an artifact” that will be damaged and buried. Students will then have to excavate, classify, and reconstruct the artifact. Students need to have a background knowledge of the Native Texans and their lifestyles.

Objectives

The student understands traditional historical points of reference in Texas history. The student is expected to identify the major eras in Texas history and describe their defining characteristics.

TEKS §113.23. History, Grade 7. (b)(1)(A)

The student understands how individuals, events, and issues prior to the Texas Revolution shaped the history of Texas. The student is expected to compare the cultures of Native Americans in Texas prior to European colonization. **TEKS §113.23. History, Grade 7. (b)(2)(A)**

The student understands the location and characteristics of places and regions of Texas. The student is expected to:

- compare places and regions of Texas in terms of physical and human characteristics.
- analyze the effects of physical and human factors such as climate, weather, landforms, irrigation, transportation, and communication on major events in Texas.

TEKS §113.23. Geography, Grade 7. (b)(9)(B,C)

The student understands the concept of diversity within unity in Texas. The student is expected to:

- explain how the diversity of Texas is reflected in a variety of cultural activities, celebrations, and performances.
- describe how people from selected racial, ethnic, and religious groups attempt to maintain their cultural heritage while adapting to the larger Texas culture.

TEKS §113.23. Culture, Grade 7. (b)(19)(A,B)

The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to differentiate between, locate, and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about Texas. **TEKS §113.23. Social Studies skills, Grade 7. (b)(21)(A)**

Materials

1- 3 inch clay pot (from Craft Store), assorted paints and brushes, 1 Rubbermaid tub per group of 4 students, potting soil, spoons, tape, string

Procedures

Students should be able to discuss the different culture groups of the Native Texans prior to Exploration. They should be able to tell where the group lived, what they ate, what they did, and

their impact on Texas. Go over archeology terms: **Fossil, anthropologist, artifact, archaic, site, excavation**, etc.

TIDES Links and resources: Have students view the images of different pottery pieces.
http://tides.sfasu.edu:2006/cdm4/local_favorites.php?MakeFav=CanYouDigItLesson

There are many more that you can view, but this will allow students to get an idea of the ancient pottery that has been found. Discuss how they may have been used, how are they alike, different, etc.

Have students in groups of 4. Give each student a clay pot that they are to decorate. They may choose any lifestyle to depict. I give my students the following choices: Warrior, Hunter, Farmer, Scavenger, and Gatherer. I also tell my students to use as much detail as possible. At the bottom of the pot I have the students write their table number and initials.

When students have left for the day, I take the 4 pots from 1 table and I break them. (DO NOT TELL THE STUDENTS THAT YOU ARE GOING TO BREAK THE POTS AHEAD OF TIME!!!!) I then bury them in tubs of potting soil.

The next day, students come to class and I tell them they are going to be excavating an ancient Indian tribal ground. They will use the spoons and paint brushes to remove any artifacts that they find. Student then begin to remove the clay pot pieces. They will have to classify the pots into 4 groups so that they may reconstruct the pots.

Once students have reconstructed their pots as much as possible, I have the students write about their experience of the activity.

Grading

Grading can be as follows or as you see fit,

Have a vocabulary test over the words from the beginning

Daily participation grade for depicting a Native Texan lifestyle.

Daily grade for writing about their experience (Proper grammar, capitalization, etc)

Project/Test grade for the overall activity

Enrichment

If time permits or you have a small class, create a grid system with string on the tubs of dirt, so as students find pieces of the artifacts, they record the information on their paper. (I have done this in the past, but with 45 minutes and 4 students digging, it is almost impossible. I do however explain that true archeologist must record exactly where they find the artifacts).

Extensions

Have an archeologist come and speak to your students ahead of time. GT students could research in-depth about Archeology finds in their area.

Other Resource: *Indian Tribes of Texas* by Richard Sorenson