**“Think Like an Archeologist” Lesson**

**Unit/Topic:** Ancient Egypt  **Lesson** #1

**Strand(s):**  Social Studies **Level:** 6th Grade

**Standard(s):** **6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.**

1. Discuss the main features of Egyptian art and architecture.

**Why it matters?** *Students learn the aspects of being a professional archaeologist as it applies to their current study of Egyptian life and history.*

**Lesson Objectives:**

*The students will be able to identify the characteristics, tools, language, and skills of an archaeologist, specifically an Egyptologist.*

**Lesson Creator:**

*I created this lesson from strategies received in GATE training from Sharon Maeda.*

##### Lesson Structure (Part 1)

**Background Connection:**

Students have been learning about the architecture and art of the Egyptians. A frequent topic of conversation is how our textbooks know so much about these ruins, when there is often little left. This led us to explore how archaeologists find information about the immense obelisks and stone bricks used in pyramid and temple construction.

**Communicate the Objective:** The purpose of this lesson is to explore yet another career focused on the study of history. The interdisciplinary relationship between the study of history, the science of engineering, and other necessary skills converge in order to create the career of archaeology as seen in the upcoming film.

**Procedure:**

1. Students are introduced to the frame “Think like an Archaeologist”, and we begin discussing the details that make up this career. Students are not writing at this point, but are rather generating their prior knowledge on the subject.
   1. Section 1: Synonyms and characteristics of an archaeologist.
   2. Section 2: Products (tools) of an archaeologist.
   3. Section 3: Skills (action verbs) of an archaeologist
   4. Section 4: Language of the archaeologist
   5. Section 5 (center): What did they find?
2. After students have discussed and brainstormed ideas regarding the career of archaeology, they are given their own frame.
3. We then begin watching a National Geographic film entitled “Sunken Treasure of the Nile”. In this four part film (found on youtube.com), archaeologists and Egyptologists inform viewers about the lengths they take to discover new information about Egypt’s artifacts. From diving expeditions in the Nile to computer generating thousands of Egyptian slaves carving an obelisk, this is far from Indiana Jones’ style of archaeology.
4. Students record what they find from the film on their frames. They are given specific things to look for (i.e. Skills would be action verbs or things you see/hear the archaeologists doing, Products would be tools or things you see them using to accomplish a task).
5. After each section, stop and have students share out what they have found. \*\*see reflection

**Independent Practice:**

1. Students write a summary of the film for homework to recount what they saw.

##### Resources

1. Think Like an Archaeologist Frame
2. Smart Notebook Software
3. Film “Sunken Treasure of the Nile” from National Geographic
4. Chart paper

**Assessment**

I assessed student learning by collecting the completed frames and summaries and by a check for understanding as we shared out ideas as a class.

**Reflection**

Overall, the lesson went well. I think one part I would change (\*\*) would have been stopping between each segment to have students share their findings. We did this about halfway through, but the video segments were a little long. Secondly, I would have to think about how to modify this for my college prep class, as this was done in Honors Core. One part I really liked about this lesson was that after we made the frame, students could see how all the side portions (details) converged in order for archaeologists to find these ancient artifacts (center section). The most difficult part for them was coming up with characteristics of the archaeologists. We were able to complete this section together, and they were able to come up with a few characteristics of their own (sharp eyes, lifelong learners, inquisitive, questioning...) The objective was met, and students were able to see how a modern-day archaeologist uses twenty-first century tools to study the past.