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The following lessons were created by **Douglas Gouff**, a teacher participating in the National Endowment for the Humanities Summer Institute for Teachers entitled Touch the Past: Archaeology of the Upper Mississippi River Region.

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Playground Pedestrian Survey

Grade Level	7/8
Subjects	Science/Math
Objectives	Demonstrate one method by which archaeologists discover sites and simulate the proper way to mark and record surface artifacts. To understand the importance of preservation of artifacts in context.
Standards	WI State Standards for Science: C, E, F and G.
Duration	One regular class period.
Materials/Supplies	Pre-numbered popsicle sticks (brightly colored works best), long measuring tapes of 100+ ft., graph paper and writing utensil, ziplock plastic bags, a clipboard.
Vocabulary	Pedestrian, survey, artifact, grid, clustering.
Background	Understanding why the past is important; knowing what an archaeologist does; comprehending the difference between an observation and an inference; graphing.
Setting the Stage	Introduce the vocabulary while explaining the purpose of and

method to performing a pedestrian survey.

Procedure

Give each student a bag of pre-numbered popsicle sticks (brightly colored ones work best). These will act as our "flags". Have the students line up on the edge of the playground grass, approximately four feet apart, and walk slowly in a straight line across the playground. While walking the students will mark each piece of litter (artifact) with a popsicle stick pressed into the ground next to the "artifact".

Next, have everyone line up on the base line and sides of the "site" at two meter intervals to form reference points for an imaginary gridding of the site. Do this using measuring tapes laid out along the base and sides of the site. (An alternative to this might be to use cones as reference points.) Then have two students, chosen prior to the activity, plot all of the numbers of the "flags" on graph paper. Flags should be graphed in the appropriate grid and at the appropriate location within each grid.

Closure

Discuss any noticeable patterns seen on the graph, such as clustering of "artifacts", and what that may tell us about past events in that area. This should lead into a discussion about the importance of preserving artifacts in context to get a true understanding of what occurred at a particular site.

Evaluation

None

Links/Extension

Extension: Students gather each marker, along with the artifact that it marked, to place into a small plastic ziplock bag. Bags from the same grid are then put into one larger bag. Back at the "lab" students are shown how to properly label a bag in regards to date and location of the find.

References

[Hands-on Archaeology](#)