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This lesson was created by a teacher participating in a Wisconsin ESEA Improving Teacher Quality grant entitled Inquiry Based Technology-Mediated Teacher Professional Development and Application.

- Title: Process This
- Submitted by: Robin Hosemann and Andrea Christopherson
- Grade Level: 5-8
- Subjects: Language Arts, Science, Social Studies
- Objectives:
1. Processes involve a series of steps, designed to be followed and repeated.
  2. The purpose of a process is to have a plan for action rather than proceeding aimlessly.
  3. The steps of a process may not be linear.
  4. Individuals may need to readjust, revisit or change directions if they encounter problems within a process.
  5. During a process, individuals should document steps and any changes for others to follow.
  6. Successfully speaking or presenting a process to an audience involves preparation (visual aids, note cards, outlines), attention to delivery (projection, clarity, emphasis, gestures, timing) and practice.
- WI Standards:
- Language Arts C.8.1, C.8.3
  - Science B.8.5, C.8.4,
  - Social Studies B.8.12
- Duration: Content lesson (introduction to processes and process-procedure speeches) requires one class period. Allowing the students to write, practice and present their speeches could take up to one week.
- Materials/Supplies:
- Chart paper
  - Materials to make a PB & J sandwich
  - Internet access
  - Index cards
  - A/V Equipment
  - Digital video camera

-Basic language arts skills textbook

Vocabulary:	Linear, visual aids, delivery, projection, clarity, emphasis, gestures, hook, tone
Background:	Teachers and students should be familiar with the process of archaeology. (See Part 1) The students will need familiarity with the writing process, scientific method, and other processes followed in daily life.
Setting the Stage:	Teachers will share archaeology field school scrapbooks with students to introduce the process of archaeology.
Procedure:	<ol style="list-style-type: none"><li>1. Conduct an interactive demonstration on how to make a PB &amp; J sandwich. Strategically include a “snafu” (i.e. the jar of PB is empty, there aren’t any clean knives, etc.) that requires the students to explain how they would circumvent that problem in the procedure.</li><li>2. Chart the steps, including the problem-solving tangent, and discuss the idea of procedures serving to give us a “road map” or guide to help tackle tasks with preparation and forethought.</li><li>3. Review the scientific method, writing process, and process of archaeology, discussing what they have in common (steps, planning, alternatives, goals, etc.) and have students brainstorm a process from daily life with a partner. Allow students to share their processes with the class.</li><li>4. Teacher will give brief introduction to delivering a process-procedure (“how-to”) speeches.</li><li>5. Introduction will be supported by the textbook chapter on speaking skills. A rubric for evaluating a good speech will be developed together as a class.</li><li>6. Students will be given time to plan and practice their speeches.</li><li>7. On presentation day, students will share their process and have their speeches videotaped for later critique.</li></ol>
Closure:	Students will write a reflection on processes, including a discussion of the process of archaeology and the importance of public speaking skills.
Evaluation:	Student speeches will be evaluated according to a rubric designed with students.
Links/Extension:	The skills from this lesson will be utilized when students prepare public service announcements for preservation component of the unit.
References:	<u>Language Network: Grammar, Writing, Communication</u> , McDougal Littell, 2001.