



Mississippi Valley Archaeology Center
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This lesson was created by a teacher participating in the Eisenhower Professional Development Project/Elementary and Secondary Education Act Title II grant entitled *Using Archaeology as an Integrated Gateway to Teacher Professional Development*.

Title: Take Only Photos and Leave Only Bubbles

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Grade Level: 4-8

Subjects: Science, social studies

Objectives:

1. The students will be able to make careful observations and record their observations.
2. The students will be able to communicate their findings with their peers.
3. The students will be able to analyze data collected about a site.
4. The students will be able to interpret data and make inferences.
5. The students will understand what it means to be a looter, and feel the direct effects of looting during this activity.

WI Standards: English / Language Arts: B.4.1, C.4.1, C.4.2, C.4.3, F.4.1
Science: A.4.1, A.4.3, A.4.5, C.4.1, C.4.2, C.4.5, C.4.7, D.4.7

Duration: Two 50 minute sessions

Materials: Masking tape
Map/plan for shipwreck
Various "artifacts" that can tell a story
Inventory and analysis sheets
Clipboards

Vocabulary: Inventory, document, analyze, baseline, context

Background: Prior to teaching this lesson, the students will need to know some background on what archaeology is and how it is done. It is also helpful to provide the students with some information pertaining to underwater archaeology. It will help them during the simulation part because it will

be more authentic. Lessons on measurement and baseline usage will be beneficial to the students prior to the “dive”.

Setting the Stage: Students should have knowledge of underwater archaeology and the ethics surrounding proper salvage procedures. This was accomplished by visiting two websites relating to underwater archaeology and shipwrecks. An imaginary shipwreck was then designed and the outline was taped on the floor of an extra classroom. Various artifacts were scattered about and around the shipwreck site. A baseline was also taped down so students could use it for documentation purposes.

Procedure:

1. Once the shipwreck was set-up the students were given the guidelines needed in order to “dive” to the site.
2. In small groups (4-5 students) at a time were allowed to “dive” and explore the shipwreck. They had paper (slates) to document their findings by drawing the location of the items and taking an inventory of the site.
*To make this activity more realistic, I told the students they could only have 8 minutes because their air tanks only had that much time remaining. Also, because the research was being conducted underwater, they could not talk to each other .
3. Once their time was up I allowed them to secretly take one artifact from the wreck, thus making it more difficult for the next group.
4. This procedure continued until all groups had a chance to explore and document the shipwreck.
5. I also gave them about 10 minutes after the “dive” to talk about and share their findings with their group members.
6. The following day the students were given a series of questions to answer pertaining to the remains of the shipwreck.
*Since artifacts were taken by groups it made it more difficult for some groups to answer and make inferences about the questions.
7. Once questions were answered, we went back to the shipwreck and evaluated it with an “underwater camera”. We discussed each question and the inferences groups were able to make based on the clues available.

Closure: After the students completed the discussion they realized the value of having items in context in order to get the best picture of the past. This in turn led to a good discussion about the ethics of archaeology.

Evaluation: The students are engaged in “evaluation” throughout the lessons. They are demonstrating their understanding while documenting and recording artifacts from the site. Also, they are demonstrating their understanding during the Analysis assignment.

Links: This lesson can be linked to the areas of social studies and ethics.

Extension: As an extension, students could be asked to design a shipwreck site and determine the artifacts that would be appropriate depending on variables such as location, year, purpose of ship and so on.

References: Research on underwater water archaeology and shipwrecks helped me create these lessons. Two sites in particular were helpful to me. They are Wisconsin Great Lakes Shipwrecks and Wisconsin Historical Society.

Shipwreck Analysis

Please use the information on your shipwreck inventory sheet to answer the following questions.

1. What season did this shipwreck most likely occur? What evidence do you have?
2. Was there evidence of a woman being on board? If so, what was the evidence?
3. Is there evidence of a concern about their health? If so, what was the evidence?
4. Based on the evidence that you collected, what would you say these people did to pass the time?
5. Based on the evidence that you collected, what was the last thing that this ship hauled?
6. When you look at evidence you collected and your map of the wreck, can you tell which direction the current might have been going?

Wisconsin's Great Lakes Shipwrecks
(Lake Superior)

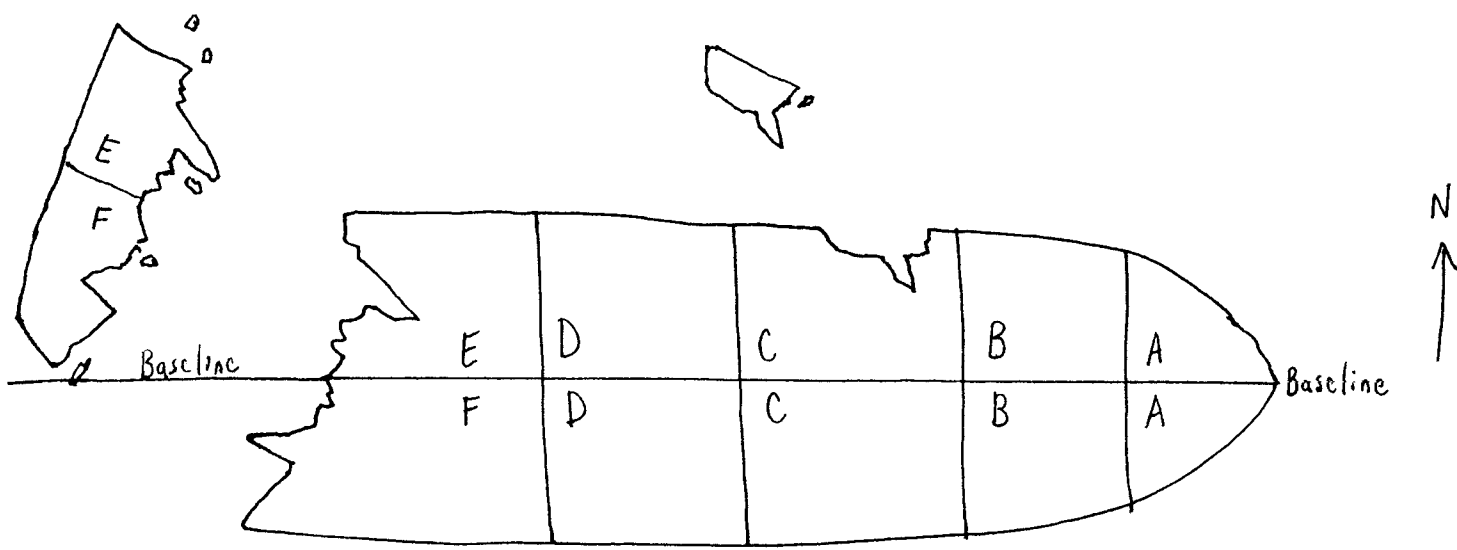
Please use the following website to complete this sheet:
http://www.wisconsinshipwrecks.org/explore_map.cfm

Archaeologists in Team:

Shipwreck studied:

Ship statistics: Size: Purpose:

1. What year did the wreck occur? Where did it occur?
2. What was the cause of the shipwreck? Give some details about it.
3. Did any deaths occur as a result? How many?
4. What was the value of the vessel (ship)?
5. At what depth can the shipwreck be found?
6. What salvage efforts have taken place?



Shipwreck Inventory

Please document and draw in the artifacts that you have discovered in the shipwreck.

Section A

Section D

Section B

Section E

Outside of the ship

Section C

Section F
