



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

Centreville Garbage Collection Project

Grade Level: 7th Grade

Subjects: Social Studies

Objectives:

1. Students will systematically collect garbage from the designated sections of school property in order to identify cultural characteristics of the people who produced the trash.
2. Students will apply archeological practices as they collect, sort and draw conclusions about the trash that has been collected.

Standards:

Standard 6.0 Social Studies Skills and Processes

TOPIC

D. ACQUIRE SOCIAL STUDIES INFORMATION

INDICATOR

2. Engage in field work that relates to the topic/ situation/ problem being studied

OBJECTIVES

Gather data

TOPIC

F. ANALYZE SOCIAL STUDIES INFORMATION

INDICATOR

1. Interpret information from primary and secondary sources

OBJECTIVES

Interpret information from field studies and surveys

Duration: 2 class periods

Materials/Supplies:

- Collection bags or buckets, one for each group
- Plastic gloves
- Yard Sticks
- Newspaper or Big roll of white paper
- Clipboards

Vocabulary:

Artifact: An object made or used by humans

Context: Perspective, environment. When an artifact is in context, it is taken into consideration with its surroundings

Excavation: Systematic digging and recording of an archeological site

Grid: Network of uniformly spaced and sized lines that divides a site into units; used to record and measure an object's position in relationship to the rest of the site.

Level: A layer of excavation. Levels are numbered from top to bottom, with top layer being number one.

Site: Any location in which humans left some evidence of past activity.

Unit: Small digging space, usually about one meter by one meter

Background:

7th Grade Students of Queen Anne's County study Contemporary World Studies in social studies. Each section starts with studies of geography and then covers what we know about the culture, both in the historical and pre-historical context. This lesson will help students be introduced to the field of archeology and help them to understand how information is gathered and interpreted about peoples of the world.

Setting the Stage:

Four sections "sites" of the school will be chosen, one for each class, to be the collection area. Each "site" will be large enough to allow for small groups of students, 3 or 4, to find adequate trash, but not too big, as to alleviate management issues. Prior to the students coming to the area, cones would have been placed to create a crude grid. This will not serve for mapping, but for reference, so that students know where they should be collecting.

Procedure:***Day 1 Introduction and Collection******Warm-Up***

On the first day, students will come into the class and receive a copy of vocabulary paper, which will serve as their warm up. They will be introduced to the vocabulary with this paper, which will serve as the warm-up.

Direct Instruction

Following the warm-up, will be a teacher led discussion on the field of Archaeology. Building on prior knowledge from the 7th grade, students will be introduced to the field of Archaeology and some of the key concepts used.

Prediction

On the bottom of the vocabulary paper students will make a prediction on what type of garbage they may come across in the school yard. They will also make a prediction on who left the garbage and at what times.

Gathering Data

In groups of four, students will have half of a class period to gather trash in their area. One person will be in charge of documenting what was found, one person will be holding the bag, overseeing, and two students will be gathering artifacts. The jobs can rotate based on

student interest

Wrap Up

Students will close up their collection bags and label them, and place them in the classroom for processing. Then a five minute review on the concepts covered and the processes that took place during the class.

Day 2 Classifying and Interpretation

Warm-Up

Students should complete the after lesson section of their vocabulary paper. Have students take out their data collection sheets and pass out the groups' data papers. They should also get their garbage and set up an area in the classroom to sort.

Classifying

Have students sort through their garbage and have them classify it into groups that will allow them to further interpret the data.

Interpreting

Once the artifacts have been sorted, students must interpret the artifacts. On a piece of paper that can be shared with the class, they need to document their observations based on the artifacts that they found.

Closure:

Once all students have reported their findings, we can wrap up the main points and try to verbalize some trends. Students will then answer the conclusions questions individually.

Evaluation:

Vocabulary worksheets and group data worksheets will be turned in.

References:

Dig It!: Discovering Archaeology. The Haffenreffer. Museum of Anthropology. Brown University. brown.edu/Facilities/Haffenreffer/documents/DigItteacherpacket--Final.pdf

Adventures in Garbology: What Trash Can Tell Us. Jill Baguchinsky
<http://itech.fgcu.edu/&/issues/vol2/issue2/garbology.htm>



Name _____ PD _____

Objectives:

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Vocabulary *(Match the words below with their definitions. Use vocabulary strategies if you do not know the definition....it's ok to guess.)*

WORD BANK

Artifact	Grid	Site
Context	Level	Unit
Excavation		

Before Lesson		After Lesson
	An object made or used by humans	
	Systematic digging and recording of an archeological site	
	Small digging space, usually about one meter by one meter	
	A layer of excavation. Levels are numbered from top to bottom, with top layer being number one.	
	Any location in which humans left some evidence of past activity.	
	Perspective, environment. When an artifact is in context, it is taken into consideration with its surroundings	
	Network of uniformly spaced and sized lines that divides a site into units; used to record and measure an object's position in relationship to the rest of the site.	

What is archaeology? _____

Prediction *(Answer the questions in the chart below)*

What kind of trash (artifacts) do you think you will find?	Who left the garbage?
When was it left?	Draw a picture of something you think you will find.

Conclusion *(write your conclusion below)*

What are two cultural characteristics of the people who left trash in your area?

Does the information tell us everything about the area?

What can trash not tell us about the people of the school?



Name _____ PD _____

CENTREVILLE GARBAGE COLLECTION DATA

Group Number: _____ Section: _____ Area: _____

What did you find?

What are most of the artifacts made of? _____

What are the size of most of the artifacts? _____

Where did most of the trash come from? _____

What activities took place there? _____
