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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 Archaeology Vocabulary Sampling
- Submitted by: Anne Tredinnick
- Grade Level: 4 - 8
- Subjects: Language Arts, Mathematics, Social Studies, Science, Technology
- Objectives: In their study of archaeology vocabulary sampling, students will use a list of the archaeology vocabulary words and 3 charts or the Excel computer program to:
1. Predict how many words out of ten they will be able to accurately define.
 2. Match the definitions to the correct vocabulary words.
 3. Make a bar graph showing how many definitions were matched to the correct words.
 4. Calculate their group's total and make the corresponding bar graph.
 5. Calculate the class's total and make the corresponding bar graph.
- WI Standards: -Language Arts A.8.4, D.8.1, E.8.1
-Mathematics B.8.2, E.8.1, E.8.2
-Social Studies B.8.1
-Science C.8.8
-Technology A.8.1, A.8.2, A.8.3, A.8.4, A.8.5, D.8.1
- Duration: 30 minutes a week for 4 weeks
- Materials/Supplies: Note – this Lesson Plan was designed to be used in conjunction with Digging and Discovery or a similar student archaeology book.
-A list of archaeological vocabulary words and their definitions
-An answer sheet for each student
-A bar graph “to 10” for each student
-A bar graph “to 40” for each group of 4 students
-A bar graph “to 240” for each class
-The Excel program and computers (optional)

-Definition strips in a cup.

Vocabulary: See the vocabulary list.

Background: When studying people of the past and how archaeologists learn about these people, students will encounter many words and phrases specific to the field of archaeology that they will need to understand. Frequent exposure to these terms and a “game-like” activity that challenges each student to beat their previous score, will help them learn these vocabulary words.

Setting the Stage: This vocabulary activity is meant to be used in conjunction with the Digging and Discovery books. Once a week (for as long as it takes to read the book and do the activities in the teacher’s guide), you take a break from the reading and do this vocabulary sampling. The vocabulary activity helps them better understand the book, and reading the book helps them improve at the vocabulary activity.

Distribute copies of the vocabulary words and their definitions. Share the background information with the students. Be sure they know how to make bar graphs either on paper or with a computer program. Divide the students into groups of four.

Procedure:

1. Distribute copies of the “Archaeology Word Lists.”
2. Have students predict how many of the 10 definitions they will be able to match with the corresponding words and write their prediction in the upper corner of their answer sheet.
3. Randomly draw one of the definitions out of the cup and read it aloud to the students. They find the word that you defined on their word list, and put a number 1 on the line by that word. (Read it a second time if necessary.)
4. Repeat this procedure with another 9 definitions.
5. Go over the 10 definitions again with the class, but this time ask volunteers to say the correct word aloud so students can highlight all the ones they got correct.
6. Have students compare the number correct with their predictions of how many they thought they would get correct.
7. Have each student make a bar graph showing the number of words correctly matched with their definitions on the graph that is numbered to ten. (Or they could use Excel.)
8. Have each group of 4 total their scores and make a group bar graph on the graph that is numbered to 40. (Or they could use Excel.) If someone is absent in their group, they calculate a “ghost score” for that person by computing their group average.
9. Have a member of each group write their group scores on the board and have a volunteer total them and make a class bar graph on the graph that is

numbered to 240. (Or they could use Excel.)

10. Repeat this entire process once a week for four weeks, challenging the students to beat their previous scores each time. Encourage groups to help each other study the vocabulary words to increase their group scores.

Some friendly competition between the groups and/or classes might also encourage students to study their vocabulary words.

Closure: After doing this vocabulary activity once a week for four weeks, look over the bar graphs and talk about how much better the students know the archaeological terms than they did four weeks ago.

Evaluation: Evaluate the students' bar graphs to see that they have increased their knowledge of archaeological terms over the past four weeks and accurately represented their scores on bar graphs.

Links/Extension: This lesson works well with the Digging and Discovery books. By doing this vocabulary activity once a week students will better understand what they are reading in the Digging and Discovery books, and by reading the books, they will do better at this vocabulary activity.

References I used the Digging and Discovery teacher's guide to generate the vocabulary list. The student books will be used by the students during the four weeks that they do this vocabulary activity.

Name _____

Archaeology Vocabulary Words and Definitions

analyze	carefully study.
ancestry	past family.
archaeology	a method for studying past human cultures and analyzing material evidence.
Archaic	The name given by archaeologists to the “Hunters and Gatherers” who lived in Wisconsin between approximately 6,500 and 800 B.C.
artifact	any object made or used by humans.
atlatl	a tool that helps people throw a spear farther and more forcefully.
bannerstone	stones used as handles or weights on the atlatls.
clans	extended family groups.
context	the relationship artifacts have to each other and the situation in which they are found.
cultivate	grow plants for a purpose
culture	a group of people with shared ways of life.
curation	carefully preparing and storing artifacts.
effigy mounds	burial mounds shaped like animals.
excavate	to systematically dig.
features	immovable human-made things such as house foundations.
fluted points	points that had long narrow flakes of stone removed from the bottom portion of the point.
glacier	giant sheets of ice sometimes hundreds of feet thick.
grit	bits of rock
hypothesis	a guess at how or why something might have happened.
infer	to draw a conclusion from an observation.

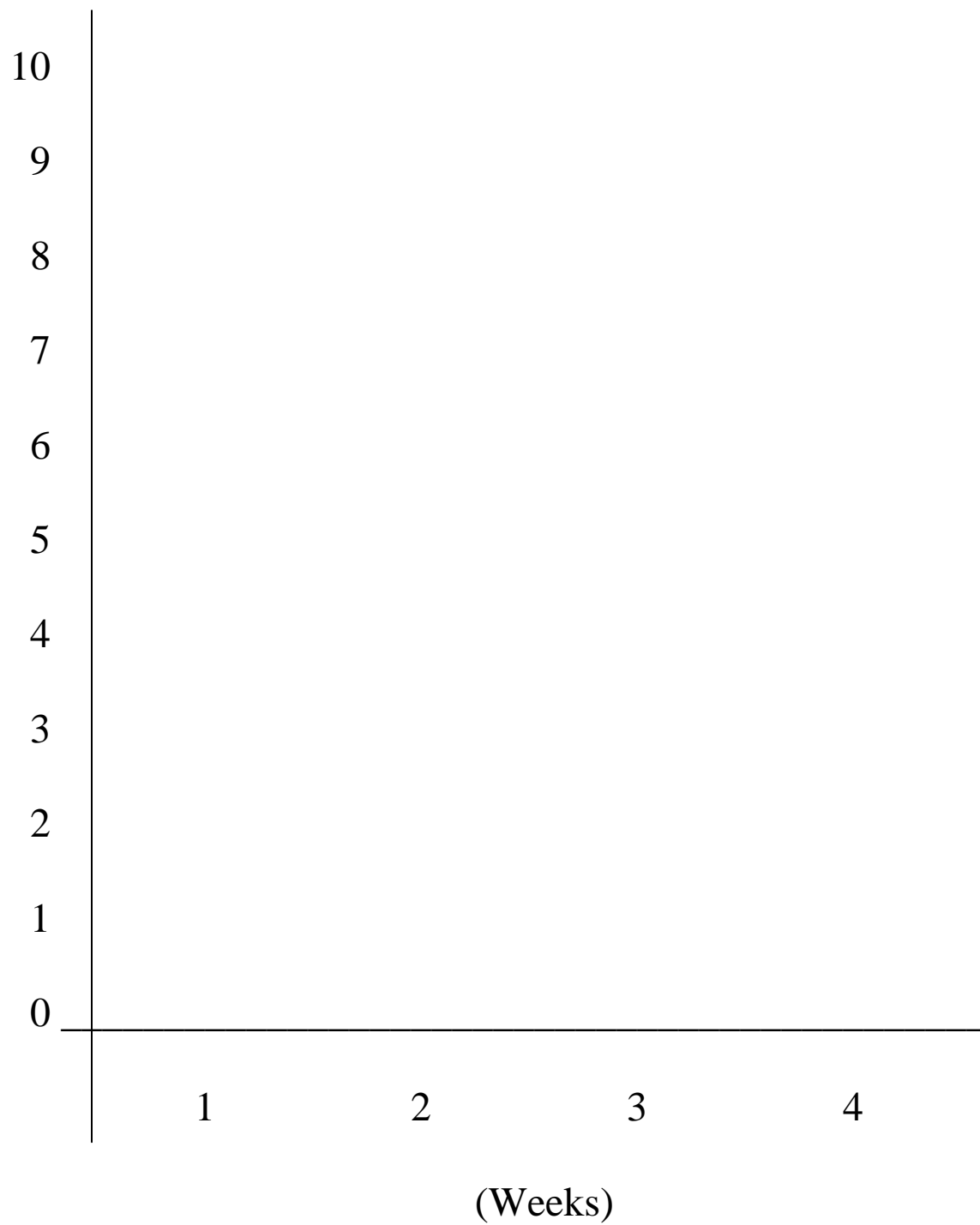
keyhole structures	small partially underground homes with long entrances.
knoll	a low hill.
longhouses	large houses shaped like cigars.
mammoth	a large relative of the modern day elephant, now extinct.
mastodon	another large relative of the modern day elephant, now extinct.
Mississippian	The name given by archaeologists to the “Farmers” who lived in Wisconsin at about 1000 A.D. who had wooden walls around their towns.
nuclear family	parents and their children.
observe	notice a fact or occurrence.
Oneota	The name given by archaeologists to the “Farmers” who lived in Wisconsin at about 1000 A.D. in longhouses.
oral tradition	stories passed on to future generations that tell the history and traditions of the group.
Paleo-Indians	The name given by archaeologists to the “Big Game Hunters” who were the first people in Wisconsin, and arrived about 10,000 B.C.
petroglyphs	pictures carved or scraped on stone walls.
pictographs	pictures painted on stone walls.
platform mounds	flat-topped mounds.
pottery	bowls and jars made of wet clay that was hardened by heat.
site	any place of past human activity.
temper	grit or sand or shells added to the clay before it is shaped into pottery and fired, which prevents the pot from shrinking and cracking.
trowel	a tool used to carefully scrape back dirt.
Woodland	The name given by archaeologists to the “Potters and Mound Builders” who lived in Wisconsin from about 500 B.C. to about 1000 A.D.

Name _____

Archaeology Word List

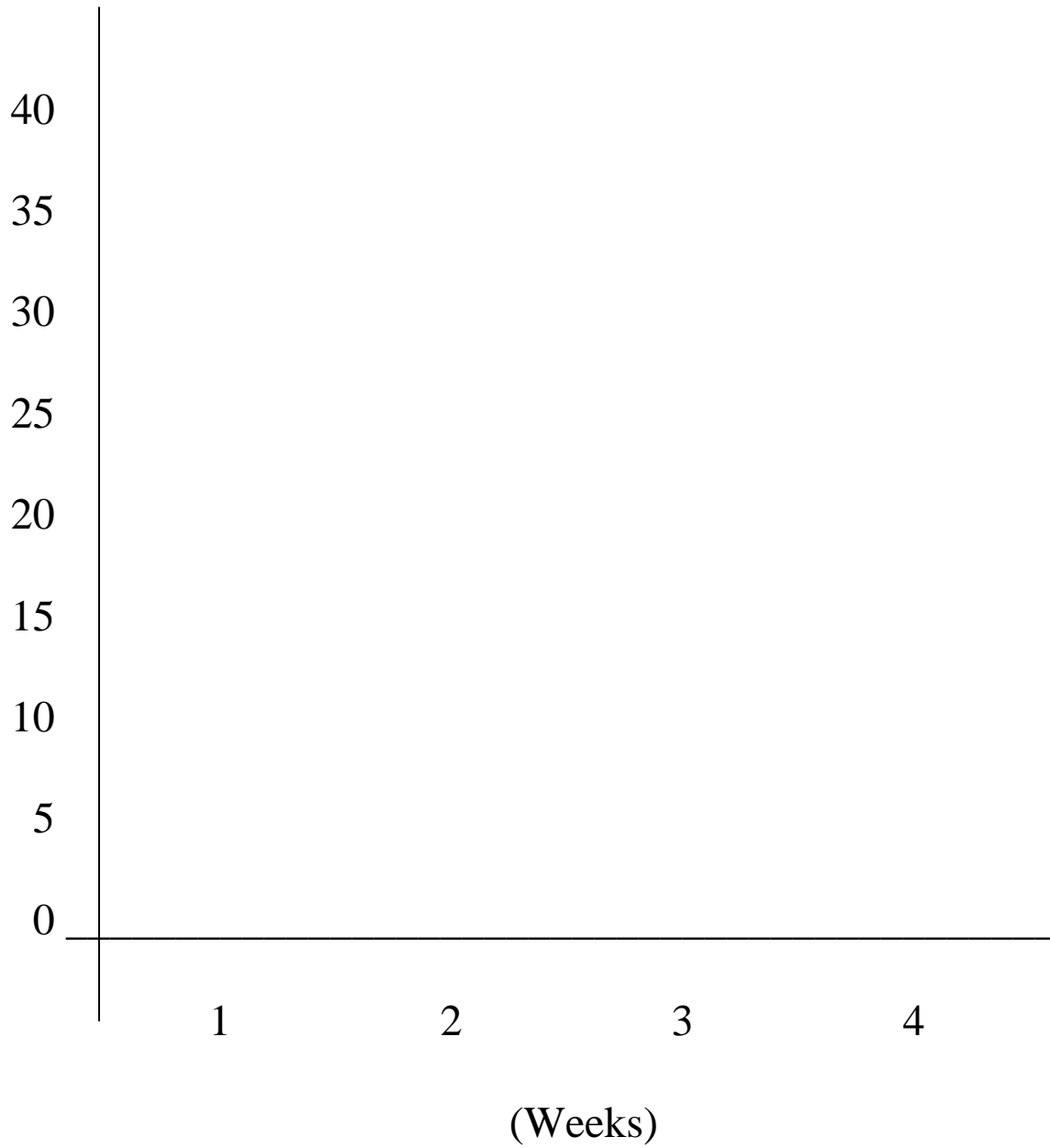
_____ analyze	_____ excavate	_____ nuclear family
_____ ancestry	_____ features	_____ observe
_____ archaeology	_____ fluted	_____ Oneota
_____ Archaic	_____ glacier	_____ oral tradition
_____ artifact	_____ grit	_____ Paleo-Indians
_____ atlatl	_____ hypothesis	_____ petroglyphs
_____ bannerstone	_____ infer	_____ pictographs
_____ clans	_____ keyhole structures	_____ platform mounds
_____ context	_____ knoll	_____ pottery
_____ cultivate	_____ longhouses	_____ site
_____ culture	_____ mammoth	_____ temper
_____ curation	_____ mastodon	_____ trowel
_____ effigy mounds	_____ Mississippian	_____ Woodland

Archaeology Vocabulary Words Correctly Defined by



Archaeology Vocabulary Words
Correctly Defined by the

Group



Archaeology Vocabulary Words
Correctly Defined by the

Class

240
220
200
180
160
140
120
100
80
60
40
20
0

1

2

3

4