

## Create Your Own Time Capsule

**Topic:** Anthropology  
**Subtopic:** Archaeology  
**Type:** Activity  
**Level:** for grades 3 and up  
**Time:** Approximately 1 period  
**Origin:** OLogy

**Keywords:**

Archaeology--Field work • Excavations (Archaeology) • Manners and customs • Time capsules

### MORE ABOUT THIS RESOURCE

Create Your Own Time Capsule is part of OLogy, where kids can collect virtual trading cards and create projects with them. Here, they build a time capsule to help future generations understand how they lived.

- The activity begins with a brief explanation of artifacts and time capsules.
- Students are then given step-by-step directions for how to select significant items and build a time capsule to store them.
- As an example, two kids and the time capsules they built are shown.

### TEACHER TIPS

Supplement a study of archaeology with a classroom project drawn from this time capsule activity.

1. Send students to this online activity, or print copies of its information sections for them to read.
2. Divide the class into small groups, and have them brainstorm the message they want their capsules to send.
3. After the groups have created their time capsules, set up a separate station for each time capsule. Have student groups visit the other capsules, analyze their contents, and decide what message they think the group is sending to future generations.
4. As a class, compare the groups' intended messages and how others interpreted them. Which group communicated the most clearly? Why?

### STANDARDS

#### **National Science Education Standards**

**Grades K-4:**

- Science as Inquiry CONTENT STANDARD A:
- History and Nature of Science CONTENT STANDARD G:

**Grades 5-8:**

- Science as Inquiry CONTENT STANDARD A:
- History and Nature of Science CONTENT STANDARD G:

**Grades 9-12:**

- Science as Inquiry CONTENT STANDARD A:
- History and Nature of Science CONTENT STANDARD G:

#### **Curriculum Standards for Social Studies**

**Grades K-4:***Culture*

- Time, continuity and change
- Individuals, Groups, and Institutions

**Grades 5-8:***Culture*

- Time, continuity and change
- Individuals, Groups, and Institutions

**Grades 9-12:***Culture*

- Time, continuity and change
- Individuals, Groups, and Institutions

**Michigan Framework for Social Studies Education**

***Strand 2 – Geographic Perspective***

- ***Standard 2.2 – (Human/Environment Interaction)*** – Students will describe, compare, and explain the locations and characteristics of ecosystems, resources, human adaptation, environmental impact, and the interrelationships among them.
  - ***Benchmark 2.2.1 – (Early Elementary)*** – Describe how people use the environment to meet human needs and wants.
  - ***Benchmark 2.2.5 – (Later Elementary)*** – Describe the location, use and importance of different kinds of resources and explain how they are created, and the consequences of their use.
  - ***Benchmark 2.2.7 – (Later Elementary)*** – Explain how various people and cultures have adapted to and modified the environment.
  - ***Benchmark 2.2.8 – (Middle School)*** – Locate, describe, and compare the ecosystems, resources, and human-environment interactions of major world regions.
  - ***Benchmark 2.2.11 – (Middle School)*** – Explain how humans modify the environment and describe some of the possible consequences of those modifications.