

Shoebox Archaeology

Topic: Anthropology

Subtopic: Archaeology

Type: Activity

Level: for grades Kindergarten and up

Time: Less than a week

Origin: Petra

Keywords:

Antiquities--Collection and preservation • Archaeology--Field work • Science--Methodology • Scientific apparatus and instruments

MORE ABOUT THIS RESOURCE

This activity is a supplement to the Petra Educator's Guide. Here, students learn about how archaeologists uncover clues to interpret our past. It includes:

Lead Question: How will history be shown by artifacts of today?

- a list of materials
- step-by-step instructions

STANDARDS

National Science Education Standards

Grades K-4:

Science as Inquiry CONTENT STANDARD A:

- abilities necessary to do scientific inquiry
- understanding about scientific inquiry

Science in Personal and Social Perspectives CONTENT STANDARD F:

- characteristics and changes in populations
- changes in environments

History and Nature of Science CONTENT STANDARD G:

- science as a human endeavor

Grades 5-8:

Science as Inquiry CONTENT STANDARD A:

- abilities necessary to do scientific inquiry
- understanding about scientific inquiry

History and Nature of Science CONTENT STANDARD G:

- science as a human endeavor

Grades 9-12:

Science as Inquiry CONTENT STANDARD A:

- abilities necessary to do scientific inquiry
- understanding about scientific inquiry

History and Nature of Science CONTENT STANDARD G:

- science as a human endeavor

Curriculum Standards for Social Studies

Grades K-4:

Time, continuity and change

- demonstrate an understanding that different people may describe the same event or situation in diverse ways, citing reasons for the differences in views.

- demonstrate an ability to use correctly vocabulary associated with time such as past, present, future, and long ago, read and construct simple timelines, identify examples of change and recognize examples of cause and effect relationships.

- compare and contrast different stories or accounts about past events, people, places, or situations, identifying how they contribute to our understanding of the past.

- identify and use various sources for reconstructing the past, such as documents, letters, diaries, maps, textbooks, photos, and others; e. demonstrate an understanding that people in different times and places view the world differently.

Grades 5-8:

Time, continuity and change

- demonstrate an understanding that different scholars may describe the same event or situation in different ways but must provide reasons or evidence for their views.

- identify and use key concepts such as chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.
- identify and use processes important to reconstructing and reinterpreting the past, such as using a variety of sources, providing, validating, and weighing evidence for claims, checking credibility of sources, and searching for causality.

Grades 9-12:*Time, continuity and change*

- apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.
- systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality.

Michigan Framework for Social Studies Education**Strand 5 – Inquiry**

- **Standard 5.2 – (Conducting Investigations)** – Students will conduct investigations by formulating a clear statement of a question, gathering and organizing information from a variety of sources, analyzing and interpreting information, formulating and testing hypotheses, reporting results both orally and in writing, and making use of appropriate technology.
 - **Benchmark 5.2.3 – (Early Elementary)** – Construct answers to the questions posed and support the answer with evidence.
 - **Benchmark 5.2.4 – (Early Elementary)** – Report the results of their investigation.
 - **Benchmark 5.2.7 – (Later Elementary)** – Construct an answer to the question posed and support it with evidence.
 - **Benchmark 5.2.11 – (Middle School)** – Construct answers to the questions posed and support their answers with evidence.
 - **Benchmark 5.2.13 – (High School)** – Conduct an investigation prompted by a social science question and compare alternative interpretations of their findings.