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The following lessons were created by **Kevin Gushman,** a teacher participating in a 2010 National Endowment for the Humanities Summer Institute for Teachers entitled, "Exploring the Past: Archaeology in the Upper Mississippi River Valley."

Classical Archaeological Sites

Introduction:
   I require quarterly projects of my level II and III Latin students and would like to try something new and have all of the projects be year-long group projects that tell the story of a specific classical archaeological site in four separate sections.   A primary goal is that we do not neglect either the Latin language or the classical writers.

Procedure:
   1.   Students will pick out of a hat the names of archaeological sites mentioned in our textbooks to form 4-person groups. The sites our textbook hero visits are in Italy (i.e. buildings in the Roman Forum, Herculaneum, Stabiae, Ostia); in Greece (i.e. Olympia, buildings in the Athenian agora, the Parthenon); in Britain (i.e Fishbourne, Chester, and Bath); and Egypt (i.e. Cleopatra's palace and Alexandria). Masada also is referred to in the second year text and I will use that if there is a need.
   2.   A PowerPoint presentation will introduce them to their year-long project. Their task is to focus on a different aspect of the archaeological findings each quarter and present the first three in class in the form of a symposium and the last as a hands-on display. My intent is to have the information for one quarter lead into the next quarter and to have them synthesize the information found in the first three quarters for their final hands-on presentation. Topics are:
      a)   Focus on the **site** (who, what, where, when and how discovered, dates of occupation, timeline, site map);
      b)   Focus on **artifacts**, important/well-known **structures, art** and **architecture** (buildings, mosaics, statuary, paintings) in the site (who, what, where, when and how discovered, approximate dates);
      c)   Focus on the **culture** that existed within the site at its height by looking at the culture's burial rites, graffiti found at the site, epitaphs found at the site, or curse tablets found at the site and by referring to contemporary ancient references (in English) if available (e.g., literature, history, graffiti, curse tablets, epitaphs);
      d)   **Promote/describe the site to visitors** using information gained in quarters 1-3. Create a mosaic which is a display of the site today OR a display board of the site OR a travel brochure OR a PowerPoint presentation summarizing their year-long work.

3.   Because I have students in grades 9-12 in all of these classes, it will be necessary to focus on prior knowledge (especially basic archaeological vocabulary and concepts) before they can begin to do any research.

    a)   Built into the PowerPoint are "Quick-write" slides which will give each group a time to brainstorm questions on procedure and guiding questions to lead them through their research.

    b)   As a class, we will discuss the questions and create a rubric using the Think-Pair-Share strategy for each quarter's work before they begin their research. During that process, we will introduce the ideas of culture, time, change and continuity through time, environmental influences, technology, and social organization.

    c)   Before they begin their research, they will also complete in their groups a list of terms from Greek and Latin (*Verba Scienda*) which they should know to make their research easier. The list asks them to write the etymology for those terms as well as the literal and archaeological meanings. My hope is that they will learn some new Latin and Greek roots at the same time.

Annotated Bibliography

American Council for the Teaching of Foreign Languages, National Standards for Latin, Revised 2006. This project relied on these two sections of the National Standards for Latin:

CULTURES

- Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied
- Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied

COMPARISONS

- Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own
- Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Wendy Ashmore and Robert J. Sharer, *Discovering Our Past: A Brief Introduction to Archaeology,* Mayfield, Mountain View California (1996), pp.1-24, 60-85. The authors give an excellent summary of the terminology needed for archaeology as well as examples from past cultures. Many of their ideas can easily be adapted for high school classrooms.

Elaine M. Davis, *How Students Understand the Past,* AltaMira Press, New York (2005), pp. 121-162. In this chapter, the author explains how she used Learning by Design to introduce middle school students to the spread of civilizations and to the rise of diverse cultures. She focuses on Guiding Questions and group collaboration.

Foreign Language Standards for Virginia Public Schools, Board of Education, Richmond, VA, adopted February 2007. This project relied on these sections of the Virginia State Standards for Latin:

CULTURAL PERSPECTIVES, PRACTICES AND PRODUCTS

LI.3   The student will develop an awareness of perspectives, practices and products of Roman culture.
- Identify practices in Roman life such as those related to family, education, occupations, mythology, and social structure.
- The student will connect information about the Latin language and Roman culture with concepts studied in other subject areas.

LI.4   The student will recognize that perspectives, practices, and products of Roman culture are interrelated.
- Recognize that products of the Roman world reflect practices and perspectives of Roman culture, such as the toga as the symbol of Roman citizenship.
- Examine ways geography and history influenced practices and perspectives of the Romans, such as the founding of Rome near the Tiber River.

CULTURAL AND LINGUISTIC COMPARISONS

LI.6   The student will demonstrate understanding of the significance of culture through comparisons between Roman culture and the cultures of the United States.

1. Compare and contrast elements of Roman and American cultures, such as eating habits, clothing styles, educational practices, architectural styles, and family and social structures.
2. Demonstrate an awareness of unique elements of the student's own culture.

LI.7   The student will compare basic elements of the Latin language to those of the English language.

1. Recognize that the basic language patterns of Latin may differ significantly from those of English.
2. Interpret the Latin roots, prefixes, and suffixes that appear in English words.
3. Compare and contrast the sound systems of Latin and English.

Shelley J. Smith et al. *Intrigue of the Past, A Teacher's Activity Guide for Fourth Through Seventh Grades,* United States Department of the Interior, Bureau of Land Management, Anasazi Heritage Center, Dolores, Colorado (1996). Although written for middle schools, this book has wonderful handouts which can be easily modified for older students, especially the sections on culture, observation vs. inference, behavioral questions, and the procedures of archaeology.

Verba Scienda

The terms listed below are commonly used in archaeology and you may find them in your research. For each term, give the Greek or Latin root, the literal meaning of the term, and its generally accepted meaning.

	Term	Latin/Greek root	Literal Meaning	English Meaning
1.	acropolis			
2.	agora			
3.	antemortem (premortem)	*ante/pre = before (L.)* *mors, -tis = death (L.)*	*before death*	*before death*
4.	archaeobotanical			
5.	archaeology			
6.	artifact			
7.	attribute			
8.	calvarium	*calvus, a, um = bald (L.)*	*dome of the skull*	*dome of the skull; skull*
9.	capital			
10.	carnivore	*caro, carnis – flesh (L.)* *vorō 1 = devour (L.)*	*devour flesh*	*meat-eater*
11.	chronological			
12.	composite tool			
13.	cremation			
14.	culture			
15.	curation			
16.	dendrochronology	*δενδρον = tree (Gk.)* *χρονοσ = time (Gk.)* *λογοσ = study of (Gk.)*	*tree time study*	*dating trees by counting their rings*
17.	ecofact			
18.	epitaph			
19.	ethnocentrism			
20.	excavation			
21.	fauna			
22.	flora			

#	Term			
23.	fresco			
24.	habitat			
25.	herbivore			
26.	in situ	*in = in (L.)* *situs, sitūs = site, place (L.)*	*in place*	*in the site/place*
27.	inference			
28.	inhumation			
29.	lithic			
30.	necropolis			
31.	obsidian			
32.	omnivore			
33.	ossuary			
34.	ostracon/ostrakon			
35.	paleoanthropology			
36.	perimortem			
37.	postmortem			
38.	prone			
39.	sarcophagus			
40.	site datum/datum point			
41.	stratigraphy			
42.	superposition			
43.	supine			
44.	vitrification			