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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:	How Do We Learn about the Past?
Submitted by:	Anne Hagel
Grade Level:	6th
Subjects:	Science
Objectives:	1. Create original artwork, which reflects student's culture. 2. Understand the role of archaeology in uncovering and interpreting the past. 3. The importance of preserving artifacts and their provenience. 4. Draw conclusions based on direct observation of physical objects.
WI Standards:	Science C.8.4, C.8.9
Duration:	Two class periods (46 min. each)
Materials/Supplies:	Pictures of local artifacts, white construction paper, pencils, notebook paper, colored pencils, scissors, glue (optional)
Vocabulary:	Archaeologist, artifact
Background:	Define archaeology and discuss the role of archaeologists in studying objects remaining from past cultures. Such objects are called artifacts. Archaeologists work like detectives, making direct observations in order to come to conclusions about the past.
Setting the Stage:	Discuss images of local artifacts (ex. potsherds, FCR, bone) and also discuss findings in the ancient pyramids in Egypt. (ex. King Tut and his

tomb) Imagine you are an archaeologist and must "piece together" clues from the past.

Procedure:

Day One

1. Students begin by designing an image of an object or person that describes their own culture. "Culture" may be defined as a personal or a group identity. Images could consist of anything from a self-portrait to a picture of a popular product, a favorite pastime, or a food.
2. Complete drawings by adding color, using colored pencils. Students may, or may not, wish to sign their work.
3. When the image is complete, students should turn their construction paper over to the backside and draw "puzzle" lines.
4. Students will cut along the lines to create "fragments" of their "artifact." Students should put a common symbol on the back of each piece to help keep track of the pieces.
5. Each student should turn the disassembled pieces of his/her drawing to the teacher.
6. Teacher gathers puzzles and chooses randomly for some pieces to get "lost," or mixed up, with another puzzle, much as pieces of artifacts may become lost over time or removed from a site.

Day Two

7. Teacher passes out puzzle pieces to students, making sure no student receives his/her own puzzle.
8. Students reassemble the puzzle given to them. As they do so, they discover that some pieces are missing or do not match. Without the aid of others, each student should come to a conclusion about the "artifact" he/she has been given.
9. Students will write out a description of the artifact and what it might be used for. Questions will be written on the board for them to answer for this process. Possible Questions for the chalkboard or overhead:

How many pieces does the puzzle have?

-What is drawn on the puzzle?
-What parts appear to be missing?
-What was this artifact used for?
-What reasons do you think there may be missing pieces to artifacts?
-What could have happened to those pieces?
-When you do an experiment in Science, is it possible that you may not have the correct conclusion because there are missing pieces to your activity? What should you do if this happens?
-Which student in the class do you think made this puzzle? Why?

Closure:

1. Have students share their findings with the class. Put students into small groups (4-5) to discuss the answers to the questions.

2. Afterwards as a whole group discuss:
    a.) preservation of artifacts – finding something and not picking it up, taking it home and keeping it
    b.) notifying the correct people (bones – police department, landowners, MVAC)
    c.) For Science experiments, discuss going back over what you did mentally, double check data, and may need to redo experiment. Talk about doing each procedure at least 2-3 times for accuracy of results. Also discuss that doing an experiment is like putting a puzzle together.

Evaluation: Based on answers to questions and discussion.

Links/Extension: This lesson could be linked to Art and Social Studies (study of Egypt).