Mississippi Valley Archaeology Center
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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:	A "Real" Picture of a Scientist
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Grade Level:	6-8
Subjects:	Science, English, Art
Objectives:	In their study of scientists and the scientific method, students will use archaeology along with other branches of science to get a full picture of the differences and similarities between different types of scientists.
WI Standards:	Science G.8.1, G.8.3
Duration:	Three 45 minute class periods
Materials/Supplies:	-Two large sheets of white paper per group -Markers -Super Scientist worksheet, hints, quiz and Super Scientist Group Assignment worksheet (can be found at: http://sciencespot.net/Pages/classgen.html#Anchor14) -Strips of 15 cm white paper -Stencils (optional) -Small slips of paper with all scientists on them -Tape
Vocabulary:	Names of the scientists- defined on super scientist quiz
Background:	Teachers should be aware that scientists are so much more than a white man in a lab coat mixing together chemicals. They can be any race or gender and they may study many different things in many different places. Teachers and students should become familiar with the different types of scientists and be able to infer what types of tools they might use and where they might work.

Setting the Stage:	Have students close their eyes and imagine that they have just entered the workplace of a scientist. What does the area around you look like? What kinds of tools do you see around you? What does the scientist look like?
Procedure:	1. Put students in groups of 3. 2. Give students a large piece of paper and one marker. Let the students know that they will be drawing a picture of a scientist, the place that he/she is working, and tools he/she might use. Each student will draw for 45 seconds and then the marker will be passed to the next person. 3. Have students begin drawing. Every 45 seconds tell them to switch. Continue this until it appears most groups are finished. 4. Have students share their pictures. On the board record what they have drawn under the categories: scientist, environment, and tools. 5. After the students have all shared, discuss the trends and if these trends are true about all scientists or if they are stereotypes. 6. Hand out Super Scientist worksheet. Have students split up the list in their group and figure out the names of the scientists. 7. Go through the correct answers. Hand out the hints and tell students there will be a quiz on the scientists. They must know 20 of the 30 scientists. (anything over that can be extra credit!) 8. Cut up the list of scientists and have each group choose one. 9. Hand out the Super Scientist Project sheet and discuss the three assignments. Each student should choose one that they will be responsible for. They may share ideas, but each assignment will be graded separately. Share with them the archaeology examples. Discuss where an archaeologist would work, how they might dress, and what tools they might use. Share the how archaeologists use the scientific method. Information can be found on MVAC's web site at: http://www.uwlax.edu/mvac/ProcessArch/ProcessArch/prefield_scientific.html. 10. Give students work time. 11. When finished have students hang posters around the room. Have students do a gallery walk to see all of the different scientists. 12. Have students take super scientist quiz. Grade quiz out of 20 points.
Closure:	Put the original list on the overhead or board and discuss how their original ideas of a scientist compare to what they see now. You may make a new list of characteristics to compare.
Evaluation:	Quizzes will be graded out of 20 and posters will be graded based upon the criteria given on the explanation sheet.
Links/Extension:	This lesson can be hooked to all units of study by talking about what type of scientist would study what we are studying.