

WHO IS IT FOR?

- ◆ Young Scientists . . .
- ◆ Evolving Mathematicians . . .
- ◆ Emerging Linguists . . .
- ◆ Sprouting Historians . . .
- ◆ Budding Artists . . .

TARGETED LEVEL:
(Third Grade)

THE CHALLENGE:

The students will . . .

- ⇒ Begin to understand the importance of measurement as it relates to archaeology.
- ⇒ understand how archaeologists “map” and measure their finds.
- ⇒ classify objects based on given information.
- ⇒ interpret and use charts, graphs, and pictographs.
- ⇒ construct reasonable explanations and draw conclusions using given information and prior knowledge.

SAFETY ISSUES & CONCERNS:

- * Students should practice care while handling the items brought by their fellow students.

WHAT’CHA NEED?

1. Plain white paper for the student recorders to make their charts.
2. An extra set of items (historical or prehistorical) just in case some of the students forget to bring their items on the day of the activity.

**TIME NEEDED FOR
THE pre-visit activity**
Minimum of 90 minutes.

Local History

Pre-Visit Activity

Archaeology is the study of old, or ancient ways of human life and it is a discipline, which helps us learn about human past. In this activity the students will focus on the study of the more recent past. When the students come to EFEC, they will be uncovering artifacts from the time period known as the Peters Colony Period, which began in the early 1840s. As the students uncover artifacts, they will attempt to determine what the artifacts are (or were) and what they were once used for. This *pre-visit* activity is intended to provide an opportunity for students to learn a little about their local history while also discovering how to recognize and categorize a variety of artifacts.

It would be impossible to provide ample background information about the history of the North Texas region on this one page. To do a small amount of justice to the topic of the archaeological history of North Texas we have included the *HISTORIC ARCHAEOLOGY OF THE JONES (41DN250) AND JOHNSON (41DN248) FARMSTEADS IN THE RAY ROBERTS LAKE AREA: 1850-1950*, in your teacher packet. This project was prepared for the U.S. Army Corps of Engineers by the Institute of Applied Sciences at the University of North Texas, and is an extremely interesting and beneficial historical resource.



WORDS TO KNOW?

1. Archaeology
2. Archaeologists
3. Artifact
4. *in situ*

DID YOU KNOW . . .

Colonization in Denton County occurred after the Peters Colony petitioned the Congress of the Republic of Texas for a land grant on February 4, 1841?

Archaeology is related to history in that both attempt to understand the past?

The majority of the settlers in Cooke, Denton, and Grayson counties during the nineteenth century were from the Upper South states of Missouri, Tennessee, Kentucky, and Arkansas?

Denton County was incorporated in 1837 as a section of Fannin County and became a separate county in 1846?

EXTRA STUFF?

Cork, Barbara, and Struan Reid, 1984, *The Young Scientist Book of Archaeology*. Usborne Publishing Co., London England.

Fox, Daniel E., 1983, *Traces of Texas History: Archeological Evidence of the Past 450 Years*. Corona Publishing Co., San Antonio, Texas.

Fagan, Brian M., 1978, *In The Beginning: An Introduction to Archaeology*. Little, Brown, and Co., Boston, Massachusetts.

Hackwell, John W., 1986, *Digging Into the Past*. Charles Scribner's Sons, New York.

TEKS

CONNECTIONS:

Science TEKS – Third Grade :

3.2 (B) – Students will collect information by observing and measuring.

3.2 (C) – Students will analyze and interpret information to construct reasonable explanations from direct and indirect evidence.

3.2. (D) – Students will communicate valid conclusions.

PROCEDURES:

Ready, Set, Go . . .

1. Inform the students that they will soon be coming to the Elm Fork Education Center and, once there, they will be participating as archaeologists in an archaeological dig.
2. Remind the students that archaeology is the scientific study of old, or **ancient**, ways of human life and that it is a discipline that helps us learn about human past.
3. Begin a discussion about the history of the North Texas region. Use the “Historic” resource discussed on the first page, the resources to the left on this page, or your own knowledge and resources to discuss local history with the students.
4. Ask the students to bring to class two or more objects that they would classify as artifacts. (Any objects made or modified by man). These artifacts can be historic or prehistoric.
5. When all of the artifacts have been collected, place the students in teams of two. (The same teams they will be in when they come to EFEC!)
6. Pass out an even number of artifacts to each team.
7. Have one member of each team be the recorder.
8. Ask the students to provide the following information for each item:
 - a) Sketch each item.
 - b) Make three descriptive observations about each item.
 - c) Measure the item. (Using the Metric System)
 - d) Make a guess as to what the item is and what it is used for.
9. When the students are finished collecting the data about their items bring the teams back into the larger group.
10. Ask each team to discuss one of the items that they observed.
11. Ask each team if there were any items that they were unable to identify?
12. Are there any items that could have been used for more than one purpose?
13. For those items that could not be identified, what additional information could be provided that would help define the items’ function?
14. Would finding an artifact in its original location (*in situ*) prove helpful in identifying the item? For example, would finding a stone knife in the same location where bones with butchering marks on them, be helpful in identifying the normal use of the knife?
15. For those items that could not be identified, ask the students who brought them to provide contextual clues that might help the rest of the class be able to identify the object.

TEKS

Continued:

Denton ISD Science S.P.O – Third Grade:

S3.1 – The student will ask well-defined questions, formulate hypotheses, collect information through direct and indirect observations, analyze and interpret information to construct reasonable explanations, construct simple graphs, tables, maps, and charts, and organize, examine, and evaluate information.

S3.2 – The student will recognize, analyze, predict, illustrate, and demonstrate patterns and changes in organisms, objects, and events.

Procedures continued . . .

16. For example, a student brings in a nutcracker, and the team that gets this item was unable to identify its function. Have the student that brought the item give clues about the item; found in a kitchen, sometimes found with nutshells around it, etc.
17. Does providing information about where the object was found help in identifying the function of the item?
18. Encourage the students to check out books from the library about unique and unusual artifacts that were used by early settlers in the North Texas area.

And/Or

19. Encourage the students to research and write a report about an interesting artifact that was found in the North Texas region.

Assessment:

Student item analysis charts

Student historical reports

psst . . .

If you would like additional copies of the *Historic Archaeology Of The Jones (41DN250) and Johnson (41DN248) Farmsteads In The Ray Roberts Lake Area: 1850-1950*,

please contact the staff of the EFEC at ElmFork@unt.edu



Bottom Line: Archaeologists look at items and fragments of items to determine how people lived in the past.