

In a paragraph INTERPRET the evidence to suggest what might be happening at your house.

Explain:

Go over the responses of one of the students. Ask some questions about how the interpretation relates to the items. Did the student infer anything? Should the students infer? How many ways can you infer about a set of items? Explain to the students that archaeology doesn't make statements about what they know they INTERPRET what they find. Lead a discussion about what might happen to the interpretation if more interpretations were shared. Have the student's pair share their interpretations. Continue adding groups until the class has just three groups of students. IE: 24 students pair share (12 groups of 2), join a group (6 groups of 4), join a group (3 groups of 8 students)

Explore:

Next, explain that archaeologists expand their SITE to add more artifacts. Explain that the following was discovered at the SITE and some things were sent to a LABORATORY for further ANALYSIS.

Give the students the following information:

The envelope has a date stamp from yesterday

The letter and the envelope are from Aunt Sara with Aunt Sara's travel itinerary

Aunt Sara has a two year old son

The letter states that Aunt Sara's son loves spaghetti and chocolate milk

There is no car in the driveway

There is a key rack on the wall with labels

The label for Mom's car has an empty hook

There is a Nestlé's Quik can on the table, it is full

Continue the discussion and how this new information adds to or changes the interpretation.

Extend:

Have the students work in their groups to create a presentation of their scenarios.

Evaluate:

The presentations can be used to evaluate the groups learning.

Day 2

Engage:

Distribute the handout on the SITE. Do the reading with the students as a whole class.

Explain:

Go over the directions and the object analysis worksheets. Pass out a brown bag of artifacts to each group.

Explore and Extend:

Again, students work in groups to answer some questions about their brown bag evidence by filling out the artifact log for each item. (Pictures of items found at the site.)

Each student should fill out one log entry. The group must come up with and INTERPRETATION of the evidence to answer the focus question. Each group must present their interpretation to the class with a visual.

Evaluate:

Evaluate group answer to the focus question.