

Lesson Cycle (Gradual Release of Responsibility)

Lesson Title/Topic: Archeologist

Standards: 113.18.(b)(21)(A) differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about various world cultures;

<p>Lesson Objectives: Students will create an archeologist profile with 75% accuracy.</p>	<p>Assessment: Completed Archeologist Profile</p>
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Materials: *Indiana Jones and the Kingdom of the Crystal Skull* movie clip; box with play sand and strings to make a grid in the box; wooded puzzle pieces with an artifact picture glued on each piece; plastic forks, spoons, and small paint brush; graphing paper; Popplet App on student iPads; Google slide; poster boards; construction paper; blank paper; markers; glue sticks

The teacher will:	The student will:
<p>Focus: Show a video clip from <i>Indiana Jones and the Kingdom of the Crystal Skull</i>. The short clip will show the leading character searching for archeological evidence. After the clip, ask the students, what do you think an archeologist does? Call on students to share their assumptions about archeologists.</p>	<p>Watch the short clip for the first few minutes of the lesson. Then respond to the question, what do you think an archeologist does?</p>
<p>Teacher Input (I Do): Seat students in their groups for their lesson. Instruct students that the archeologist from the movie looks very exciting and creates images in our minds about what an archeologist is and what they do. Use the archeologist slide show as you begin to explain an archeologist. An archeologist studies the history of humans from the past. Archeologists research to locate the places where people from the past lived. Then dig around the area to find artifacts. Ask the class, what is an artifact? Call on two students for their feedback. Now explain, artifacts are objects that were made by humans like tools, pottery, decorations, or items from their homes or</p>	<p>Students will do a responsive reading to the information provided on the slides.</p> <p>Students will take a moment to think about what an artifact is and share their conclusions.</p>

jobs that help explain a culture from the past. Archeologist look for the artifacts, clean them, study, categorize, and sometimes work to put them back together. The archeologist uses all the information to understand the culture of the people of history and how they used the objects found in everyday life. Today we are going to research about archeologist. As we begin use your iPad to open the “popplet app”. When you open the app, begin make your first popplet and label the first box “archeologist” and type the description in that I have provided you on the screen. When students are finished with the first block in popplet, instruct them to add four more popplets around the block titled archeologist. After students have finished divide the class into groups of 5-7 and assign them to one of the charts posted on the walls. Explain that at each station the students will finish the mind map with the archeologist information that is on the chart. The charts will provide information regarding an archeologist average salary, education requirements, training and skills. Instruct students that a timer will be set for three minutes, when the timer sounds, they will move to the next station on their right. Now let’s begin, your three minutes starts now. Begin playing soft music in the background and monitor student’s progress at each station. At the end of each three minutes, instruct students to move to the next station and reset the timer. After the students have completed the rotation, have students return to their group tables. Lead students through Kagan’s “Inside-Outside Circle”. Combine group tables into groups of eight, assigning one table as the “A’s” and the second table as the “B’s” to make the inside and outside circles. Now ask students to review what they learned using this structure. First ask “A’s” to answer the “B’s”, what is an archeologist? Next have “B’s” answer, what is an archeologist

Use popplet app on iPads to create a mind map to collect the data from prepared descriptions about an archeologist career. Before students begin at their stations, each student will create their mind map template in popplet.

At each station the students will input the career information into the mind map templates. The mind map will include a career description, education, skills, training, and average salary.

After the mind maps are finished the students will participate in “Inside-Outside Circle” to share what they have learned about an archaeologist.

<p>salary? Now, ask “A’s” to tell “B’s”, how much education does an archeologist need? Then have “B’s” answer, what kind of training does an archeologist need? Finally, have “A’s” answer, what kind of skills do archeologist need? After the structure have students return to their group tables.</p>	
<p>Guided Practice (We Do): Begin by demonstrating the box every group table will receive in a moment. Explain that it is very important as an archeologist to carefully document and dig. When the box is placed on your table your first step is to draw the grid that is in the box on the graph paper you will be given. Give each group their box and graph paper. Next, explain that archeologist use different tools to dig for their artifacts. Each group member must now decide what part of the grid they will be responsible to research. Show the students a plastic spoon, fork, and small paint brush. Instruct the students that we will use these tools to dig for our artifacts only in the part of the grid that you have chosen. When you find an artifact, you must label on your graph paper where you found the object and then remove the artifact from the box. Now give each group member their digging supplies. Walk around the room and guide the students in the documentation and excavation process. When all of the objects are found ask the students to begin the next task. As archeologist, you have now found some artifacts. Now as a group, work together to see if you can take all of your pieces and put them together into one artifact. Then discuss with your group members what you found and how the people you are studying would have used the artifact. Walk around the group tables as students assemble their puzzle pieces. When all the groups have assembled the puzzle pieces and discussed the artifact, ask each group to describe what they found, and how they think it was</p>	<p>After the boxes are opened, using the tools provided, students will dig in the sand to uncover their artifacts. Before removing the artifacts, students will use the graph paper to draw or label where their artifact was found in the sand. Then the students will remove the artifacts from the sand and place them on their table.</p> <p>After receiving instructions from the teacher, students will work together to assemble the artifacts. Once the artifact is assembled, students will discuss in their group what they have discovered and how it might have been used by the original culture. The groups will prepare to present their findings to the other groups when called upon.</p>

used. After the discussion, have students place activity material back into box.	
Independent Practice (You Do): Instruct students to create a Archeologist Career Guide using the mind map created in the “Popplet” app. Give students the option to create a poster, slideshow in Google slides, a brochure, or video. The “Career Guide” must give a description of an archeologist, average salary, education requirements, necessary training, and skills required.	Choose which Career Guide they would like to create. Once decided, students will begin working on their archeologist career guide using the information gathered during class.
Closure: Give each group index cards. Instruct students that one the index card to answer the question on the slideshow. What would you like or not like about being an archeologist? Instruct the students to write their response on the index card and turn it into the “drop box” before they leave.	Each student will answer the question, what would you like or not like about being an archeologist? Once the index card is completed with their answer, the card will be turned into the class drop box.

<i>Bloom’s Level(s)</i> Knowledge, Comprehension, Synthesis	<i>Technology Integration</i> <i>Video, slideshow, Popplet App</i>
<i>Extension:</i> Students will read the article: https://www.ancient.eu/article/44/mummification-in-ancient-egypt/ After reading the article, students will make a model of a mummy. Students will create a presentation to describe the significant things archaeologist learned about Egyptian culture.	<i>Reteach:</i> Students will watch: https://www.archaeologychannel.org/video-guide/video-guide/video-guide-list/127-what-is-archaeology After viewing the video, teacher will use a slide show to present the career of an archeologist. The teacher will provide six stations with examples of archaeological famous finds from ancient Egypt, Rome, Greece, and United States. The stations will show samples of artifacts and what the archaeologist discovered about the culture. The stations will have definitions, education, skills, training and salary. Students will record the career information on a Archaeologist Career template.

Accommodations / Modifications:	References:
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IEP Plan/504	
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