Curriculum Map Elizabeth Hora
Archaeology: Studying Artifacts and Artwork to Learn About People of the Past

Essential Questions

1. What is an archaeologist?
2. What does a career in archaeology entail?
3. How do people find connections with people of the past?
4. Why is land preservation important?
5. How can math and science help tell the story of prehistoric people?

Learning Intentions– Upon completing this module, students will:

1. Be able to describe the field of archaeology.
2. Describe the importance of preserving our past.
3. Appraise archaeology as a career choice.
4. Apply research and writing to communicate past human experience.
5. Employ art as an aesthetic tool to communicate messages about important historical and contemporary issues.
6. Describe how art tells a complex story about human experience.
7. Apply math to analyze data and learn about past cultures.
8. Be able to articulate what a reciprocal relationship with nature can look like.
9. Be able to articulate the role of ceremony in enabling self-expression, building experiences and awareness, and sustaining landscape.

Success Criteria

1. I will meet nature halfway, giving something back each time I take to develop a reciprocal relationship with nature.
2. I will hold homemade ceremonies to honor place and resources I receive from Earth.
3. I will be a steward of the land with respect for those that walked it before me.
4. I will help others adopt a mindset of reciprocity with our lands and all living things.

Learning Outline

*This 3-hour module is on **Archaeology: Studying Artifacts and Artwork to Learn About People of the Past** with videos by Elizabeth Hora. It can be taught as a whole learning experience, or in chosen sections as time allows:*

- 10 minutes: Launch Activity– Your Garbage is my Science!
- 10 minutes: While Viewing– Video 1: Meet Public Archaeologist Elizabeth Hora
- 5 minutes: Post-Viewing– The Real Indiana Jones
- 15 minutes: Pre-Viewing– Video 2: What Do You Want to Be When You Grow Up?
- 15 minutes: While Viewing– Video 2: Considering a Career in Archaeology
- 10 minutes: Post Viewing– Video 2: Digging Deeper in the Field

- 30 minutes: Pre Viewing– Video 3: The Fremont (Prehistoric Peoples of Utah)
- 10 minutes: While Viewing– Video 3: Using Math to Analyze Prehistoric Rock Art
- 10 minutes: Post Viewing– Video 3: Rock Art Messages
- 45 minutes: Demonstration–Using Math to Analyze Prehistoric Rock Art
- 30+ minutes: Art Integration-Making Connections– Meeting our Lands and Our Past Halfway

Standards Targeted Throughout Curriculum(Expanded Version Below)
Module 1: Archaeology: Studying Artifacts and Artwork to Learn About People of the Past

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CTE College and Career Awareness (7 & 8)
Strand 1: Students will assess their interest and aptitudes and explore related career options. (Standard 1)

NGSS Science Standards (grade 7):
Strand 7.5 Changes in Species over Time (grade 7)
Standard 7.5.2: (LS4.A, ESS2.E) (grade 7)

Core Standards for Math (7-12):
CCSS.MATH.CONTENT.6.SP.B.4 (grade 8)
CCSS.MATH.CONTENT.6.SP.B.5.D (grades 9-12)
CCSS.MATH.CONTENT.HSS.ID.A.1,2,3

Core Standards for English Language Arts (7-12):
Reading Informational Text (RI 7.3-12.3)
Writing: (W7.4-12.4; W7.3-12.3)
Speaking and Listening: (SL7.1-12.1; SL7.5-12.5)

Core Standards for Social Studies (7-12):
U.S. I Strand 1: (1.1)
World Geography: WG Standard 3.2

National Arts Standards (Visual & Media Arts 7-12):
Creating: Anchor Strands (1-3)
Performing, Presenting, Producing: Anchor Strands (4-6)
Responding: Anchor Strands (7-9)
Connecting: Anchor Strands (10-11)

National Film Study Standards (NFSS)
Standard 5.0 Cross-Curricular Connection

AASL National School Library Standards:
Shared Foundations Anchors:
Inquire
Include
Collaborate

Standards: Expanded

CTE College and Career Awareness (7 & 8)

Strand 1: Students will assess their interest and aptitudes and explore related career options

Standard 1: Assess and apply personal interests, skills, aptitudes, and abilities to education planning and future career decisions.

NGSS Science Standards (grades 7-12):

Strand 7.5 Changes in Species over Time (grade 7)

Standard 7.5.2: Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth, under the assumption that natural laws operate today as in the past. (LS4.A, ESS2.E)

Core Standards for Math (7-12):

CCSS.MATH.CONTENT.6.SP.B.5.D Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered. (grade 8)

CCSS.MATH.CONTENT.6.SP.B.4 Display numerical data in plots on a number line, including dot plots, histograms, and box plots. (grade 8-12)

CCSS.MATH.CONTENT.HSS.ID.A.2 Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. (grades 9-12)

CCSS.MATH.CONTENT.HSS.ID.A.3 Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). (grades 9-12).

Core Standards for Social Studies (7-12):

U.S. History I

U.S. I Strand 1: (1.1) Students will analyze evidence, including artifacts and other primary sources to make evidence-based inferences about life among several American Indian nations prior to European exploration of the Americas.

World Geography

World Geography: WG Standard 3.2: Students will explain how the physical environment influences and is influenced by culture.

Core Standards for English Language Arts (7-12):

Reading: Informational Text (RI):

RI 7.3-12.3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

Writing (W):

W7.4-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W7.3-12.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences

Speaking and Listening (SL):

SL7.1-12.1: Initiate and participate effectively in a range of collaborative discussions (one-to-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
SL7.5-12.5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

National Arts Standards (Visual & Media Arts 7-12):

Creating: (Anchor Strands 1-3)

Anchor Strand 1: Generate and conceptualize artistic ideas and work.
Anchor Strand 2: Organize and develop artistic ideas and work.
Anchor Strand 3: Refine and complete artistic work.

Performing, Presenting, Producing: Anchor Strands (4-6)

Anchor Strand 4: Select, analyze and interpret artistic work for presentation.
Anchor Strand 5: Develop and refine artistic techniques and work for presentation.
Anchor Strand 6: Convey meaning through the presentation of artistic work.

Responding: Anchor Strands (7-9)

Anchor Strand 7: Perceive and analyze artistic work.
Anchor Strand 8: Interpret intent and meaning in artistic work.
Anchor Strand 9: Apply criteria to evaluate artistic work.

Connecting: Anchor Strands (10-11)

Anchor Strand 10: Synthesize and relate knowledge and personal experiences to make art.
Anchor Strand 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

National Film Study Standards (NFSS)

Standard 5.0 Cross-Curricular Connections: Students first tap their knowledge of other disciplines to study a film. They then apply what they have learned about film to other disciplines, making connections between film and literature/language arts, film and history/social studies, film and other arts, and film and sciences.

AASL National School Library Standards

Shared Foundations Anchors:

INQUIRE

Display curiosity and initiative by: Formulating questions about a personal interest or a curricular topic; Recalling prior and background knowledge as context for new meaning.
Engage with new knowledge by following a process that includes: Using evidence to investigate questions; Devising and implementing a plan to fill knowledge gaps; Generating products that illustrate learning.

Adapt, communicate, and exchange learning products with others in a cycle that includes: Interacting with content presented by others; Providing constructive feedback; Acting on feedback to improve; Sharing products with an authentic audience.

Participate in an ongoing inquiry-based process by: Continually seeking knowledge; Engaging in sustained inquiry; Enacting new understanding through real-world connections; Using reflection to guide informed decisions.

INCLUDE

Contribute a balanced perspective when participating in a learning community by: Articulating an awareness of the contributions of a range of learners; Adopting a discerning stance toward points of view and opinions; expressed in information resources and learning products; Describing their understanding of cultural relevancy and placement within the global learning community.

Adjust their awareness of the global learning community by: Interacting with learners who reflect a range of perspectives; Evaluating a variety of perspectives during learning activities; Representing diverse perspectives during learning activities.

Exhibit empathy with and tolerance for diverse ideas by: Engaging in informed conversation and active debate; Contributing to discussions in which multiple
viewpoints on a topic are expressed.

Demonstrate empathy and equity in knowledge building within the global learning community by: Seeking interactions with a range of learners; Demonstrating interest in other perspectives during learning activities; Reflecting on their own place within the global learning community.

COLLABORATE

Identify collaborative opportunities by: Demonstrating their desire to broaden and deepen understandings; Developing new understandings through engagement in a learning group; Deciding to solve problems informed by group interaction.

Participate in personal, social, and intellectual networks by: Using a variety of communication tools and resources; Establishing connections with other learners to build on their own prior knowledge and create new knowledge.

Work productively with others to solve problems by: Soliciting and responding to feedback from others; Involving diverse perspectives in their own inquiry processes.

Actively participate with others in learning situations by: Actively contributing to group discussions; Recognizing learning as a social responsibility.