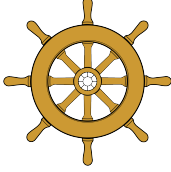


Lesson Description: Lesson 4 : What is the role of an archaeologist?

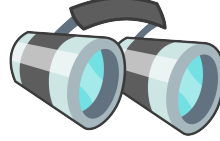
Outcomes



Resources



Procedure



Assessments



Grade: 5

Subject: Social Studies

Unit: How do we learn about the Past?

Driving Questions: *How do we learn about the past?*



Curriculum Outcomes:

Social Studies:

5.1.1 develop an understanding of how we learn about the past

(subtopics from *Investigating Past Societies*)

What is the role of an archaeologist?

Expected Time: 45 minutes



Resources:

<http://eisnorgrade5.weebly.com/role-of-archaeologist.html>



Lesson Procedure

21st century skills

Teacher does (I Do):

Display photo of archaeologists at work. (See end of file) These scientists are looking for artifacts. What do we know about what is happening here? What questions do we have?

Word Wall: Identify “archaeologist ” as a scientist who studies the past by digging into Earth to discover where people once lived and examining the objects found there.

- find, validate
- remember, understand
- collaborate, communicate
- analyze, synthesize
- critical thinking
- evaluate, leverage
- create, publish
- citizenship

<p>Individual student work (You Do):</p> <p>In the Grade 5 text, <i>Investigating Past Societies</i>, students turn to p. 8 and read the dialogue about the work of an archaeologist. On the smartboard record a brainstorm of what information we can glean so far, reminding students to use all text features including captions, photos, bolded words etc.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> find, validate <input type="checkbox"/> remember, understand <input type="checkbox"/> collaborate, communicate <input type="checkbox"/> analyze, synthesize <input type="checkbox"/> critical thinking <input type="checkbox"/> evaluate, leverage <input type="checkbox"/> create, publish <input type="checkbox"/> citizenship
<p>Group work (We Do):</p> <p>Display the interactive page What is the Role of an archaeologist.</p> <p>http://eisnorgrade5.weebly.com/role-of-archaeologist.html</p> <p>This file links back to several websites and investigation for the role of an archaeologist. Information includes some types of archaeologists, and how a site is excavated, the tools used etc. Students open it in Pages, Word or Type on PDF and complete the activities alone or with a partner. This may extend into a second period.</p> <p>Demonstrate how to follow the links and use the key words on the tabs of the website to find what is needed. Show students how to screenshot what is needed to add to their answer files.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> find, validate <input type="checkbox"/> remember, understand <input type="checkbox"/> collaborate, communicate <input type="checkbox"/> analyze, synthesize <input type="checkbox"/> critical thinking <input type="checkbox"/> evaluate, leverage <input type="checkbox"/> create, publish <input type="checkbox"/> citizenship

Class share (We Share):

Near the end of class, students share an interesting discovery they made to add to the brainstorm list.

- find, validate
- remember, understand
- collaborate, communicate**
- analyze, synthesize
- critical thinking**
- evaluate, leverage
- create, publish**
- citizenship**

Lesson Wrap Up:

Leave sufficient time at the end of the class to upload student submissions to the file management system- moodle, showbie etc. This is beneficial even for partially completed documents for back up purposes and if any homework is assigned.

Differentiation/Modification/Enrichment:

Teachers may increase or decrease the amount of guidance given to find the required information in consideration of the needs of the students. Text to speech will read questions to students where necessary and some individuals may benefit from completing the activity in pairs or teams given time constraints.

Assessment: The resource sheet may be easily corrected and returned to students using Showbie. Students may also benefit from a discussion of the findings in the next class.



Archaeologists at work