

Clues of the Past (3rd-5th grades) Post-Visit Activities

We hope that you enjoyed your visit to the Children's Science Explorium!

To help reinforce the concepts covered during today's field trip, we have prepared the following activities for you to incorporate into the classroom.

Vocabulary List and Student Definitions (elementary level):

- **Archaeology:** the scientific study of ancient cultures through examination of their material remains such as buildings, graves, tools and other artifacts usually dug up from the ground
- **Paleontology:** the scientific study of fossils
- **Artifact:** an object made by a human being, such as a tool or ornament, especially
- **Native:** born or originating in a particular place
- **Culture:** the beliefs, customs, practices, and social behavior of a particular nation or group of people

Archaeology Wrap Up:

1. Once you are back in the classroom, pass back students' results sheets. Instruct them to generate a bar or line graph interpreting their results from the dig. There are four categories: snake vertebrae, fish vertebrae, pottery, turtle shell. During the program, they should have counted and recorded the number of each artifact piece onto their sheet.

2. Have students write a short explanation about the inferences they can make based on the artifacts. What was the habitat once like in this area? What conclusions can be made about the people that inhabited, or lived in, this area?

3. Research the Native American group(s) that inhabited the South Florida area, now Palm Beach, Broward and Miami-Dade Counties. Were there any other tribes, other than the Tequesta? If so, what groups were they?

4. A Piece of History: One option is to let students mold clay into a pot and decorate once it dries. Another option is to provide small terracotta planters that can be purchased from any garden supply store.
 - a. Tell students to imagine they are an artist who designs and decorates pottery for people in the community. Your next assignment is to decorate a flowerpot.
 - i. Before they begin, ask them to think about who will use the flowerpot: an important public figure? A sport athlete? Their family? Will they use geometric designs, or symbols and images that reflect the community? (See stencil designs below).
 - ii. Have students create or choose a design and sketch it out on a piece of paper.
 - iii. Make the design on the ceramic flowerpot using paint or markers. Wait for the paint to dry.

- b. Imagine your community is abandoned over the centuries. Buildings collapse and many personal belongings are broken and buried. Your flowerpot is shattered and scattered among the ruins.
- i. Place your pot inside a pillowcase. Close the open end of the pillowcase tightly using a rubber band or by tying a knot.
 - ii. Smash the flowerpot using a hammer or rubber mallet. This part should be supervised (and you may want to limit the number of hits to three).
- c. Now, imagine one thousand years have passed since you designed your flowerpot. An archaeologist discovers the site where your community once stood. After months of digging, she unearths many pieces of pottery. If you were that archaeologist, could you put the pieces together?
- i. Take the larger pieces of the shattered flowerpot out of the pillowcase and spread them onto a newspaper.
 - ii. Try to reassemble the flowerpot piece by piece. Use fast drying craft glue to reassemble the pieces together.
 - iii. To make it more challenging, have students trade their broken pots with a classmate and then try to piece the pot back together.
- d. Think about it: When archaeologists find pieces of artifacts at a site, how do they know which ones go together?

Reference:

http://www.amnh.org/ology/?channel=archaeology&c#features/stufftodo_arch/pottery_main.php?TB_iframe=true&height=500&width=800

Stencil Designs:

