



## **Tour Theme: Springs Preserve Archaeology (grades 9 to 12)**

### **Sub Theme: Examination of Tools and Natural Materials Used by Early and Late Native American Tribes in Southern Nevada**

## **Pre-Visit Activity #1**

### **Hidden Treasures**

#### **Overview**

Throughout history, humans discard items no longer wanted or needed. Archeologists can learn a great deal about a culture and its inhabitants by studying the materials found in digs. The items found can tell a story over time. A careful and detailed excavation can reveal much about the daily life of an ancient and/or contemporary society. Each bit of information found and analyzed provides an understanding to the overall account of a society.

#### **Objectives**

The students will:

- Review concepts: culture, context, observation-inference, classification and chronology.
- Research and design the contents of time capsule to determine from what location the materials came.
- Identify other groups' "artifacts" and make inferences as to possible use in the culture/society.
- Record data through writing and drawing.
- Discuss findings within the group.
- Report conclusions to the entire class.

#### **Materials**

- Box: Small or Large
- Plastic Tarps
- Latex Gloves
- Paper
- Pencils or pens
- Crayons/Markers
- Clay
- Computers

- Poster board
- Additional items of student's choosing
- Procedures

**The students will:**

1. Review concepts: culture, context, observation-inference, classification and chronology.
2. Students will split into groups of 3 to 4. From a list that is made by the teacher, each group will choose a specific society that was established during a time period. Teachers can modify this depending on the unit they are studying. For example, they can focus on South Western Native Americans and choose Anazazi, Paiute, etc. Or, they can focus on cultures throughout the world.
3. Once they have a topic, students will research and collect data on their society in order to determine what they ate, how they built their homes, and what materials they used in ceremonies. Teachers may add an additional item to this list or have students choose a bonus item that they found interesting upon research.
4. From each of those items, the group will then design a time capsule.
5. Inside of the capsule, students must make one item from the list above, draw one item from the list above, and write story about the other item from the list above. They can choose whatever method they want to represent their bonus item.
6. After the time capsules are complete, students should be given a class period to examine items from other groups in order to determine what every group's box represents.
7. Students will record their observations for each capsule's items.
8. Report conclusions to the entire class.