



Theme: Archaeology (Grades K-2)

Post-Visit Activity #2 Shoebox Spring Mound

Overview:

For thousand of years, people and animals have left objects (artifacts) behind as they inhabited or traveled through an area. Artifacts that have been found include bones, arrowheads, and jewelry, to name a few. These objects tell stories about people or animals that came before us. Archaeologists rely on these artifacts to tell them a story about the early Americans. In this activity, students will have an opportunity to tell a story about themselves by creating their own spring mounds.

Objectives:

- Students will review the definition of a spring mound.
- Students will recall what they viewed in the *Spring Mound Theater*.
- Students will create their own spring mound.
- Students will practice their oral and written skills.
- Students will learn or review the days of the week.

Materials:

- One shoebox per student
- Colored construction paper (1 sheet of 7 different colors per student)
- Crayons, colored pencils, or markers
- Glue/tape

Background:

*Note: Teachers may want to read the information below to the students in order to prepare them for the activity:

Many Southwestern Native American tribes left no written record of their cultures. Instead, they communicated by using rock art known as petroglyphs or pictographs. Rock art occurs worldwide and is one of the most visible remains of past human activity. Scientists, called archaeologists, look for rock art that Native Americans left behind. They also look for artifacts. At the Springs Preserve, you saw a spring mound exhibit. Inside of the Spring Mound, you watched a movie that teaches about the history of Native Americans, settlers, and animals of Southern Nevada. In the movie, many years pass as layers of soil cover artifacts left behind by the Native Americans, settlers, and animals. You also learned that archaeologists dig up layers of soil to find

artifacts. Archeologists study artifacts to see what they can tell us about the people who left them behind (for example, what they ate and where they lived).

In this activity, students will make their own *shoebox spring mound* and find out what archaeologists would say about them by answering three questions daily: What did I eat today? What did I play today? What did I learn today?

Instruct each student to bring in a shoebox that is covered with white paper on the outside so that they can color it later.

Activity:

1. Remind students about the Springs Preserve Spring Mound by asking them to recall what they learned on the field trip or what they were told from the information in the Background (above).
2. Explain to students that they will be making their own spring mound for one week. They are going to leave information that describes them in their spring mound. Many years from now, if archeologists were to look at their Shoebox Spring Mound, it would tell a story about them.
3. Have students bring in their shoebox from home. Remind them ahead of time to cover them with plain white paper.
4. Explain to students that they should include artifacts in their spring mound that will tell a story about them.
 - a. They will do this by answering the following questions daily:
 1. What did I play with today?
 2. What did I eat today?
 3. What did I learn today?

*Note: You may want to write these questions down for visual learners.
 - b. Students will answer the three questions daily by either writing, drawing, cutting and pasting, or using stickers. This information will be put on the different colored construction paper called *soils of the day*. For example, on Monday, all students will be given a red piece of paper. That will be a "layer of soil" and students will answer the three questions on that piece of paper. It will tell story about them for that day. On Tuesday, all students will be given a blue piece of paper and repeat the task.
5. Have students fold the layer of paper each day and place it in their spring mounds. They can fold the paper creatively to allow it to stand out.

*Note: Folding the layers: fold the *soil of the day* paper in half *hamburger style*. Then fold the paper $\frac{1}{4}$ " on either side of the middle of the paper (this should resemble a book spine).
6. On each consecutive day, have students place the most recent layer on top of their old layer. This technique demonstrates how real springs mounds are created. Older artifacts are found further down in Earth's crust.
7. Instruct students to decorate the outside of their Shoebox Spring Mound. They

may be decorated with items that represent them. Some ideas are pictures or drawings of family members, pets, friends, or favorite objects.

8. Continue to pass out the *soil of the day* colored papers and give the students time to fill out/glue/tape/color/draw the answers to the three questions, or assign as homework.
9. If you are interested in assigning this activity for a whole week (including the weekend) allow the students to bring home the last two *soils of the day* so that they can finish the last two over the weekend.
10. Allow students to display their projects in the classroom.
11. Allow students to present their Shoebox Spring Mounds to the class.
12. Have a class discussion about the students' favorite layers.

Discussion:

Did your Spring Mound use pictures or art to communicate who you are or what you do? How is that similar to what the Native Americans did to communicate? How is it different? What would archaeologists say about you? What did you eat the most often (meats, vegetables, fruits)? What did you play the most? What do you believe is the most important thing you learned this week? What is on the outside of your Spring Mound? What did you learn about yourself when making your Spring Mound?

Suggested Reading:

1. ***And It Is Still That Way, Legends Told by Arizona Indian Children*** by Byrd Baylor. A collection of traditional tales from the Indians of Arizona, arranged in the categories "Why Animals Are the Way They Are," "Why Our World Is Like It Is," "Great Troubles and Great Heroes," "People Can Turn Into Anything," "Brother Coyote," and "There Is Magic All Around Us."
2. ***Dancing Teepees; Some Poems of American Indian Youth*** by Virginia Driving Hawk Sneve. Illustrated by Stephen Gammell. A collection of Sneve's verses, tribal songs and prayers and contemporary poets' works. Includes many tribes, such as Sioux, Dakota, Zuni, Navajo and others.
3. ***Ma'ii and Cousin Horned Toad; A Traditional Navajo Story*** by Shonto Begay. Illus. by Shoto Begay. A lazy, conniving coyote habitually takes advantage of his animal cousins until his cousin, Horned Toad, teaches him a lesson.
4. ***Motel of Mysteries*** by David Macaulay. Archeologists in the year 4022 dig up an old hotel and have their own interpretation about simple objects of our everyday life: toilets, toilet seats, etc.
5. ***Pima Indian Legends*** by Anna Moore Shaw. A collection of twenty-four stories which the author gathered from her relatives in the 1930's. Includes Pima, Yuma, and Apache. Good read aloud tales for children.
6. ***Right Here on This Spot*** by Sharon Hart Addy. Illus. by John Clapp. A boy takes a look back at what happened at his grandfather's farm from the Native Americans, Early Settlers, and the Civil War.
7. ***Singing America; Poems that Define a Nation*** by Philip Neal. Ill. by Michael

McCurdy. Collection of poems with spirituals, anthems, and songs of the Pueblo and Sioux Indians.

8. ***That Tricky Coyote!*** by Gretchen Mayo. Tales from various tribes including Apache, Zuni, and Ute.
9. ***The Magic of Spider Woman*** by Lois Duncan. Illus. by Shonto Begay. Tells the Navajo tale of how a stubborn girl learns from the Spider Woman how to keep life in balance by respecting its boundaries.
10. ***The People; Indians of the American Southwest*** by Stephen Trimble. Interviews with people in fifty reservation communities and cities in the Southwest.