LESSON DESIGN
ARCHAEOLOGY
DIGGING INTO BOOKS

OVERVIEW: Students will scan archaeology books, find a definition of archaeology, and discover how math and science help us learn about the past.

OBJECTIVE(S): The learner will be able to give a brief description of archaeology and two facts (one math fact and one science fact) that she/he did not know.

SET: The teacher will ask, “What is archaeology? How does it utilize math and science? Today we are going to answer those questions by scanning some books on archaeology?”

INSTRUCTION AND ACTIVITIES: The teacher will divide the class into pairs. Each pair will be given an archaeology book. The teacher will model how to scan a book by using one of the methods such as SQ3R (most of these methods can be found in any book on teaching how to read).

The pairs will have 15-20 minutes to scan their books. They are to look for definitions of archaeology and to see how science and math are utilized. They will work as a team and give a brief oral report on the books.

TEST OF OBJECTIVES: Each pair will be asked to give an oral report. The report will follow the OBJECTIVE(S). Periodically after a pair has reported the teacher will draw a pair number from a bowl and that pair will be called on to repeat what the last pair said.

EXTENSION: Homework – Students will write a brief paper on what they learned. This can be a group paper or individual paper.

GRADE LEVEL, MATERIALS AND TIME: Grades 2nd through 12th depending on the level of books chosen. Archaeology books, paper, pencil. One hour.

GENERAL COMMENTS: Scanning and summarizing techniques are utilized. This is an active lesson plan so students at 2nd and 3rd with shorter attention spans also do well in this longer format. Whether it is used as an intro to a larger archaeology unit or as a stand-alone lesson, students learn lots of information in a short, fast-paced activity.

ANY QUESTIONS? E-mail me at georgeschneider@comcast.net
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