Resources and National Standards for Simulated Digs

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Resources

Books on Archaeology for Adults

Books on Archaeology for Children

Internet Resources
Archaeology’s Interactive Dig
http://www.archaeology.org/interactive/

“Doing Archaeology in the Classroom: A Sandbox Dig”
http://www2.sfu.ca/archaeology/museum/classroom/sandbox.html
Selected National Standards Applicable to Simulated Dig Lessons

National History Standards, National Center for History in the Schools
http://nchs.ucla.edu/standards
Contents of Historical Thinking Standards for Grades K–12
• Historical Thinking Standard 1: Chronological Thinking
• Historical Thinking Standard 2: Historical Comprehension
• Historical Thinking Standard 3: Historical Analysis and Interpretation
• Historical Thinking Standard 4: Historical Research Capabilities

Contents of Historical Thinking Standards for Grades 5–12
• Historical Thinking Standard 1: Chronological Thinking
• Historical Thinking Standard 2: Historical Comprehension
• Historical Thinking Standard 3: Historical Analysis and Interpretation
• Historical Thinking Standard 4: Historical Research Capabilities
• Historical Thinking Standard 5: Historical Issues—Analysis and Decision-Making

National Council for the Social Studies Standards
http://www.socialstudies.org/standards/strands
• Theme I: Culture and Cultural Diversity: Ia, Ic, Id.
• Theme II: Time, Continuity, and Change: Id, If, IIb, IIc, IId
• Theme IV: Individual Development and Identity: IVd
• Theme V: Individuals, Groups, and Institutions: Vc, Vf, Vg
• Theme VI: Power, Authority, and Governance: VIc, VIh

National Council of Teachers of English (NCTE)
Standards Grades 6–8
http://www.ncte.org/about/over/standards/110846.htm

NCTE Standards for the English Language Arts
• Students conduct research on issues and interests by generating ideas and questions and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience
• Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information)
• NCTE/IRA-1: Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the U.S. and the world
• NCTE/IRA-3: Students adjust their use of spoken, written, and visual language to communicate effectively with a variety of audiences and for different purposes

Visual Arts Standards ArtsEdge
http://artsedge.kennedy-center.org/teach/standards.cfm
Grades K–8
• Standard 1: Understanding and applying media, techniques, and processes
• Standard 4: Understanding visual arts in relation to history and cultures

• Content Standard 3: Choosing and evaluating a range of subject matter, symbols, and ideas
• Content Standard 4: Understanding the visual arts in relation to history and cultures
• Content Standard 5: Researching by finding information to support classroom dramatization
• Content Standard 6: Comparing and connecting art forms by describing theater, dramatic media and other art forms

National Science Teachers Foundation Standards
Grades K–8: Earth and Space Science: Content Standard D
• Table 6.1: Science as Inquiry Standards Levels K-8: abilities to do scientific inquiry; understanding about scientific inquiry
• Table 6.3: Life Science Grades K–4: Characteristics of organisms
• Table 6.4: Earth and Space Grades K–4: Properties of earth materials
• Table 6.8: Content Standards Grades K–4: “Unifying Concepts and Processes”: Systems, order, and organization
• Table 6.9: Content Standards, Grades K–4: “Science in Personal and Social Perspectives”: Characteristics and changes in populations; changes in environments; types of resources
• Table 6.9: Content Standards, Grades 5–8: “Unifying Concepts and Processes”: Systems, order, and organization; evidence, models, and explanation; change, constancy, and measurement
• Table 6.9: Physical Science Grades 5–8: Properties of matter

National Science Academy: National Science Education Standards
http://www.nap.edu/readingroom/books/nses/html
Science as Inquiry Grades K–8 Standard A: Abilities to do scientific inquiry; understanding about scientific inquiry
• Table 6.4: Earth and Space Science Grades 5–8: Earth’s history; geochemical cycles
• Tables 6.8 and 6.9: Content Standards, Grades K–8: Unifying Concepts and Processes: Evidence, Models, and Explanations; Change, Constancy, and Measurement