

DIG

A simulation of the archaeological reconstruction of a vanished civilization

INTRODUCTION

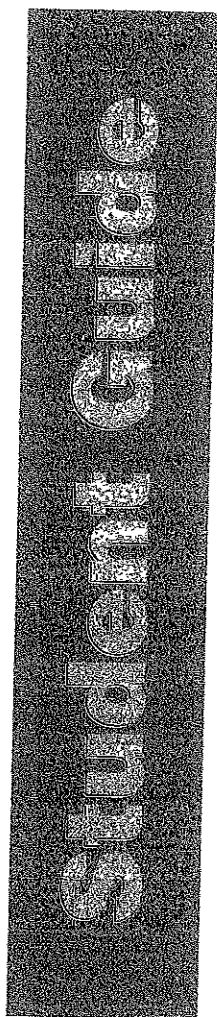
Prepare to get your hands dirty! You and your fellow students are about to go on an archaeological excavation, or dig. Using the techniques of modern archaeology, you will unearth and bring back to your classroom strange and mysterious artifacts. There, you will reconstruct and analyze these artifacts. But this dig will be unusual. For the culture you excavate will result from your class members' imagination and knowledge about the nature of culture.

Two Teams = Two Cultures During the next few weeks your class will become two teams that will create cultures and artifacts— in complete secrecy from each other. You will create a geographic setting. You will decide on the time (past, present, future). You will determine the values and beliefs of the people. Each team will bury its artifacts for the other team to excavate and reconstruct. Then a final confrontation will reveal the accuracy of each team's reconstruction and analysis.

CAPs The challenge to your imagination and abilities is almost unlimited, for throughout Dig tasks will require individual creativity and effort. In fact, your creativity and effort will gain you CAPs— Creativity Artifact Points. Accumulating CAPs will help determine the grade you and your team members receive for this unit.

By the time you have finished participating in Dig, you will have lived with the intricacies of human culture. You will have gained first-hand knowledge of how people past and present have shaped their beliefs and behavior in the face of universal human problems and needs. You will have a new respect and admiration for individuals who think creatively, a thinking process we must maintain if we are to have a truly democratic and open society.

JERRY LIPETZKY, the author of DIG, completed his undergraduate and graduate work at the University of California Los Angeles. A member of the faculty at El Capitan High School, Lakeside, California, for more than two decades, the author has taught geography, cultural anthropology, world history, and jazz history. For Interact Jerry has also written ADAPT, an interaction unit exploring the importance of physical environment to past, present, and future societies.

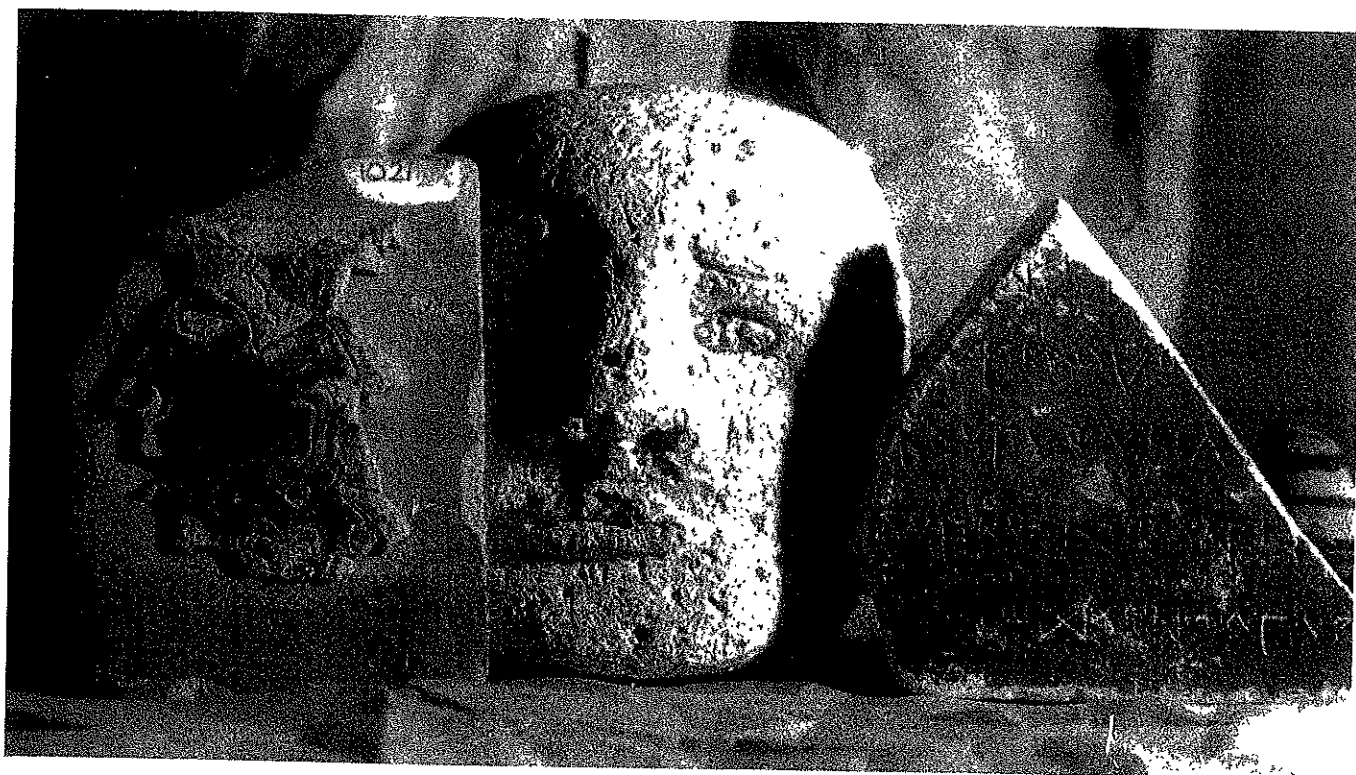


Six Phases Dig is divided into six phases. The following overview will give you a general idea of the basic assignments and roles you may have to perform. Examples of the assignment sheets (labeled and numbered as AS #1 through AS #8) and other required forms are found on pages 14-23 of this Student Guide.

**Phase I:
INTRODUCTION TO
CULTURE UNIVERSALS**

First you will pretend you are a Martian archaeologist who is examining artifacts representing American people. You will ask what might be the functions of the nine items on pages 6-7. Assuming you can determine the use of these earthling objects, you will go one step further: you will work to figure out what they tell you about American actions and beliefs. In doing this, you will become familiar with the basic elements or universals of living that all human groups share (see Phase I: CULTURE UNIVERSALS on pages 8-9).

Next you will discover some artifacts that represent the way of life (what we call the culture) of a very strange group of people, the Specibians. (The Specibian culture was actually created by my students, persons like yourselves!) When you study pages 10-13, carefully examining the illustration of their huge wall mural and the descriptions of their *Culture Universals*, you will reach one realization: the many parts of any culture fit together into a definite pattern. You then may find yourself asking two questions: Could I have reconstructed the Specibian way of life from these artifact clues? and Could I ever be this creative in putting together an imaginary past, present, or future society? Phase II will give you the opportunity to answer your questions.



Phase II CREATION OF THE CULTURES AND THEIR ARTIFACTS

Having been introduced to culture universals, your class will now be divided into two teams, each of which will have a Crew Chief. This capable individual will lead his/her team for the rest of the unit. Phase II's first assignment will ask you to use your imagination to come up with ideas for the time, geographic setting, and themes for your group's civilization — AS #1 (AS #1 stands for assignment sheet #1. Your teacher will give you such assignment sheets. You will fill them out for your imaginary culture—just as my students did while they were creating their Specibian culture. See all the models starting on page 14.)

After your team agrees on time, setting, and themes, each of you will be given specific Culture Universals to create (AS #2 and AS #3). When team members approve your ideas for Universals, your next job will be to design artifacts that clearly represent your ideas (AS #4). Phase II ends once you have constructed the actual cultural artifacts and have made BEFORE MUSEUM CARDS (AS #5).

Brief role responsibilities for Phase II:

- **Crew Chief** This team leader will guide the group through many difficult decisions. In addition, the Crew Chief will be the major link between the team and the teacher. (In Dig the latter is known as the GAB—the Grand Arbiter of Behavior!)
- **Universal Experts** Everyone will be responsible for at least one culture universal. Here are the four most demanding universal tasks:
 1. The language expert will create a written language for the culture; this language will appear on many artifacts.
 2. The art expert will supervise the creation and construction of a large wall mural.
 3. The religion expert will devise a burial tomb, complete with secret traps to protect it from the other team's grave robbers!
 4. The cinema/video expert will be in charge of organizing and filming (maybe videotaping) one or more of the culture's strange rites or rituals, which the other team, of course, will have to analyze.

**Phase III:
THE BIG DIG—
REAL OR IMAGINED**

If time, weather, and your school's location permit, your team will now "salt" (place in the ground) your artifacts for the other team to excavate. The other team's members will do the same with their artifacts. After changing sites, the two teams will unearth one another's artifacts from the "unknown" civilizations, using archaeologists' tools and skills.

Models of the ARTIFACT RECORD SLIPS and ARCHAEOLOGICAL FEATURE RECORD SHEETS that you will fill out are found on pages 19-20.

Roles to be filled by team members during Phase III include the following:

- Crew Chief
- Diggers
- Measurers
- Recorders
- Screeners
- Washer-Baggers
- Photographer

**Phase IV:
RECONSTRUCTION OF
THE EXCAVATED
CULTURE**

Back in the classroom your Crew Chief will assign you the cleaning and reconstructing of certain artifacts your team found during the Big Dig. You will also make ARTIFACT RECONSTRUCTION FORMS and AFTER MUSEUM CARDS for these artifacts. (AS #6 and AS #8 on pages 21 and 23 will help you with this task.) Each team member will then receive a Museum Catalog made from the ARTIFACT RECONSTRUCTION FORMS.

Your group, led by the Crew Chief, will now go through the catalog, artifact by artifact, attempting to agree on the function of each item. You will then write your guesses in the space provided at the bottom of each catalog sheet. Using your catalog of "analyzed" artifacts, you will individually attempt to find items that give clues to the same Culture Universal you created for your team. In other words, if you created the arts for your culture, you are now the "expert" who must figure out the arts of the strange culture you have just excavated. Using AS #7, you will present your expert analysis to your team (Page 22 of this Student Guide shows how an arts expert analyzed another team's artifacts.)

**Phase V:
THE FINAL
CONFRONTATION**

First, both teams give their analyzed artifacts to the teacher, who arranges them into a Museum Display—not to be seen until after the final confrontation. Next, both sides exchange catalogs and face each other for The Great Confrontation. A coin toss decides which team first presents its reconstruction and analysis of the mysterious culture.

With the Crew Chief introducing and guiding, all team members will explain their analyses of the Culture Universals in which they specialized; they will use AS #7 as a guide. Artifact evidence will be pointed out

in the catalog for all to see. When the team members have finished, the group that created the mysterious culture will explain what the artifacts really do represent. This process will then be repeated by the other team.

Both teams will then engage in a spirited discussion as to how well certain artifacts represented the culture universals. Each team will next award the other side two special awards: one for the most creative artifact, the other for the most skillfully constructed artifact. Finally, both teams will retire to the Museum Display, which the teacher has privately arranged. Here, in front of the whole world, BEFORE and AFTER MUSEUM CARDS placed with each artifact will clearly show how accurate you were as archaeologists.

**Phase VI:
DEBRIEFING AND
FINAL EVALUATION**

Dig ends with an oral or written debriefing and evaluation of what you have learned while creating and analyzing the two imaginary cultures. The questions you will cover are found on page 24 of this Student Guide.

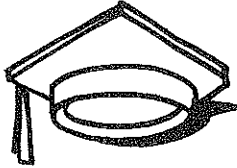
Phase I: MYSTERIOUS ARTIFACTS UNEARTHED!

Directions: Pretend you are an archaeologist from Mars. Your scientific team has unearthed the nine artifacts (objects made by human beings) shown on these two pages. In the spaces provided, or on your own paper, write down your guess about how earthlings used each artifact.

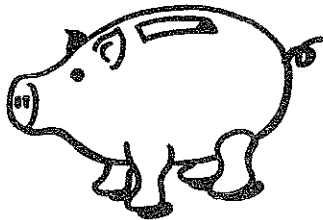
Nine ARTIFACTS

ARTIFACTS' Uses

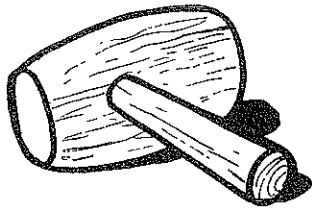
1
cloth
and
cardboard



2
ceramic



3
wood



4
gold



5

steel



6

brass



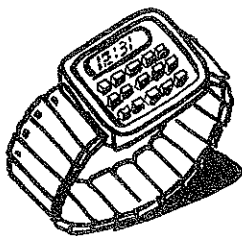
7

silver



8

plastic,
etc



9

steel



Phase I: CULTURE UNIVERSALS

Directions: The culture of a civilization (its way of life) can be divided into categories. In DIG 2 we call these categories **UNIVERSALS**. Using the American artifacts and your analysis of their functions (pages 6-7), see how many **CULTURE UNIVERSALS** you can determine. Do this assignment orally or write down your answers either on these two pages or on your own paper.

Name of culture:

I. Background of Culture

- A. Time
- B. Geographic setting
- C. Physical description of people

II. Themes

- A. Values: What is important to the people?
- B. Ethics: What is considered right or wrong in the culture?
- C. Symbols: What visual images indicate the culture's themes (its values and ethics)?

III Economics

- A. Technology
- B. Division of labor
- C. Trade and money
- D. Transportation

IV. Food, Clothing, Shelter

- A. Food (methods of production and domesticated animals)
- B. Clothing and adornment
- C. Shelter and dwellings

V. Political Organization

- A. Government
- B. Law enforcement
- C. War and peace

VI. Family and Kin

- A. Marriage and type of family groupings
- B. Child training and rites of passage

VII. Attitude Toward the Unknown

- A. Religious beliefs
- B. Religious practices
- C. Death rituals

VIII. Communications

- A. Language
- B. Number systems

IX. Arts and Esthetic Values

- A. Art
- B. Music
- C. Dance, drama, literature

X. Recreation

- A. Games and sports
- B. Use of leisure time

Phase I: EXAMINING A STUDENT-CREATED CULTURE

Directions: Here are some examples of unusual UNIVERSALS. In fact, the beliefs of this civilization were created by students such as you. Note how the universals relate to the culture's themes and values. As you study the Specibian culture, also pay attention to their culture's artifact found on pages 12-13: this artifact is a large 4x8 foot wall mural!

Name of culture: Specibian

(Biceps spelled backwards + ian)

I. Background of Culture

- A. Time 3001 A.D.
- B. Geographic setting ... a few miles outside of what used to be El Paso, Texas in North America. The land is mountainous with a desert climate. Vegetation is desert bushes and cactus.
- C. Physical description of people Because of mutations and genetic engineering, the inhabitants appear to be 20th century Homo sapiens except for very small heads and very large arm and leg muscles.

II. Themes

- A. Values: What is important to the people? These people believe man is good and machines are bad. Machines and the intellectual activities that created machines led to the Great War in 2001. As a reaction to this, mental activity is frowned upon.
- B. Ethics: What is considered right or wrong in the culture? Anything that leads to physical activity is good; anything that hints of intellectual activity is evil.
- C. Symbols: What visual images indicate the culture's themes (its values and ethics)? The central symbol of this culture is man over machine. Note the small head and large extremities, which stand over a gear, a symbol of machines.

III Economics

- A. Technology Two types of technology are represented: 1) the machines and gadgets of before the Great War; and 2) the simple devices which require physical exertion of the year 3001 A.D.
- B. Division of labor Because of the desire for physical exertion, both sexes engage in hard work. Children demand a chance to cut wood and dig ditches at an early age.
- C. Trade and money Since this is the only group that survived the Great War, there are no other groups with which to trade. Money consists of extremely heavy stones; the heavier the stone, the greater the value.
- D. Transportation ...By foot power only, with the added delight of attaching heavy weights to the legs while going for a pleasant walk. Instead of using elevators, ropes are climbed to reach the upper floors.

IV. Food, Clothing, Shelter

- A. Food (methods of production and domesticated animals) Foods requiring great amount of work are in high demand. The only domesticated animals are those shown, the least intelligent. Examples: the dodo bird and the donkey.
- B. Clothing and adornment Clothing consists of dodo bird and donkey skins that have weights attached. Little holes are cut in the skins for ventilation.
- C. Shelter and dwellings These people live in the ruins of the machine culture that was destroyed by the Great War's Neutron bombs.

V. Political Organization

- A. Government ... a dictatorship... The leader is chosen by a yearly physical contest -- something like arm wrestling.
- B. Law enforcement Conflicts between individuals are resolved by a contest of strength. When convicted of breaking a law, you are sent to jail, which is the library of the pre-war culture. The worst punishment is being sentenced to read books and to work with computers!
- C. War and peace Since no outside culture exists, war is unknown.

VI. Family and Kin

- A. Marriage and type of family groupings You choose your mate according to physical strength, the only criteria of beauty.
- B. Child training and rites of passage Child training revolves around physical exercise. Rites of passage consist of reading books and engaging in intellectual activity -- the worst pain in the culture.

VII. Attitude Toward the Unknown

- A. Religious beliefs Religion revolves around hatred of machines and intellectual activity. Raw nature is worshipped. When you die, you go to the Big Rock Pile in the sky, where forever after you break rocks.
- B. Religious practices Once a week groups meet to smash machines with crude clubs.
- C. Death rituals Since to die from multiple hernias is the highest honor you can bestow upon your survivors, as many examples of your physical exertion as possible are placed in the tomb.

VIII. Communications

- A. Language Although the language has 26 letters, it has a small vocabulary. Grunts are used very freely.
- B. Number systems Crude lines are scratched in the soil.

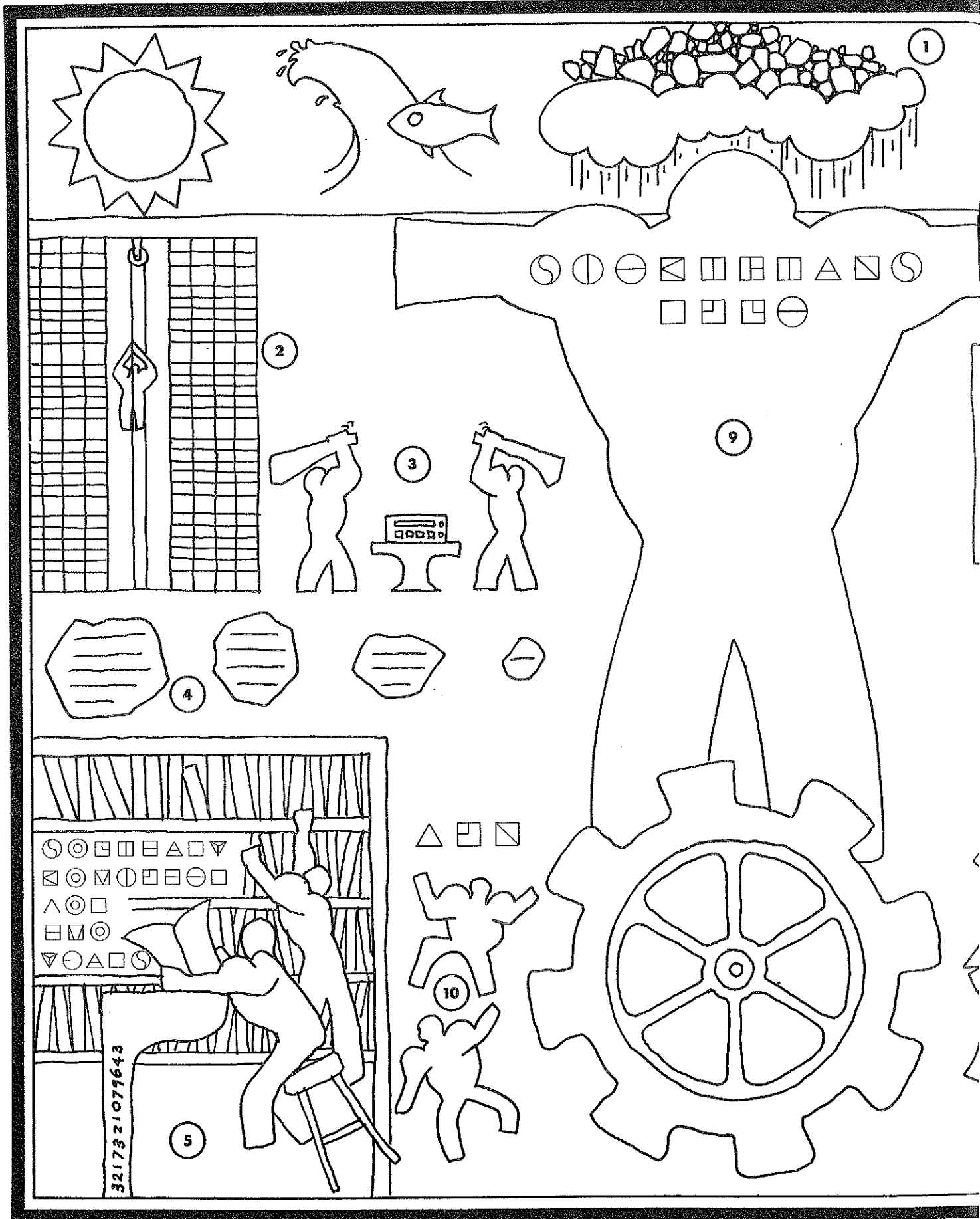
IX. Arts and Esthetic Values

- A. Art Drawings of blisters and torn muscles are popular.
- B. Music Only instruments that require great exertion to play are used.
- C. Dance, drama, literature Jogging is the favorite dance. Plays and poems glorify muscles, physical exertion, and physical development.

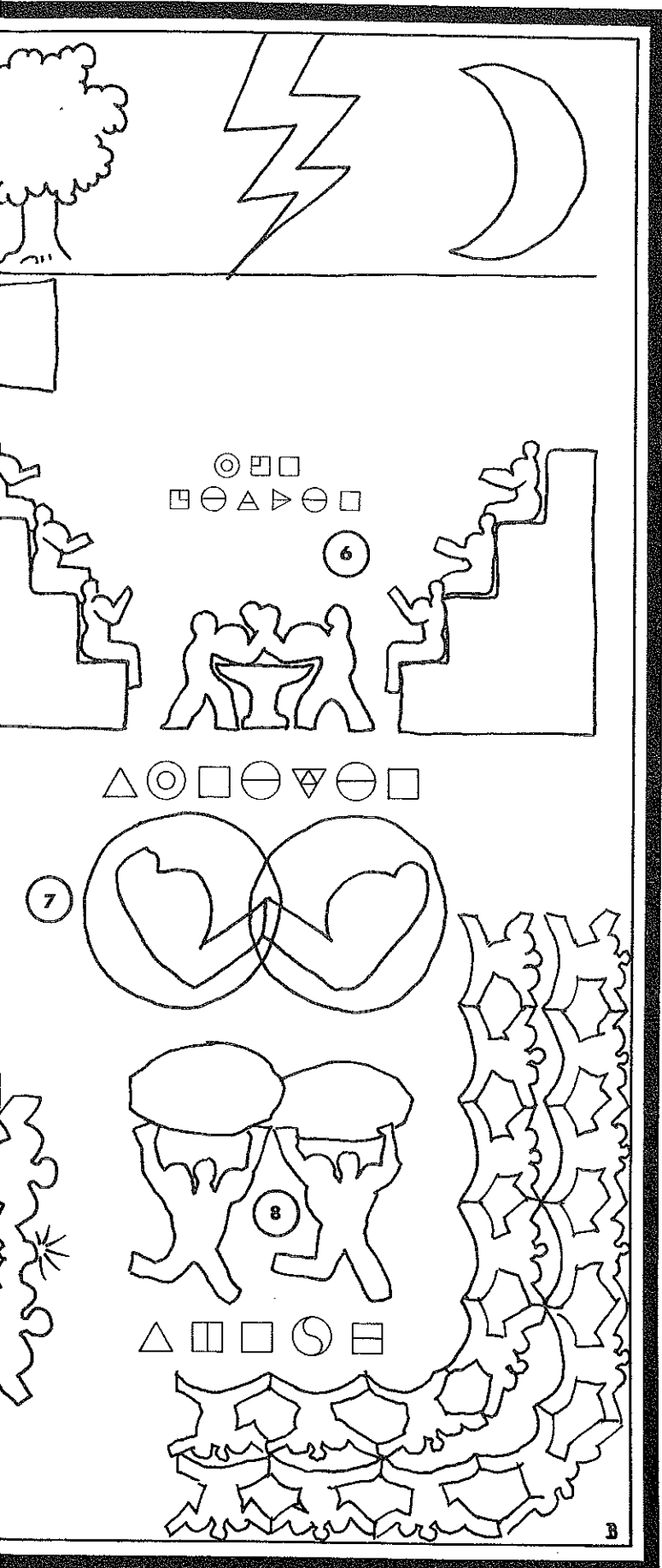
X. Recreation

- A. Games and sports Physical strength is emphasized in the games. The rock carrying run is very big! A favorite game played by children is blister popping.
- B. Use of leisure time Persons strive to work harder than they work on their jobs.

WALL MURAL FROM THE MYST



SERIOUS SPECIBIANS



Note: The 11 comments below are coded to the 11 circled numbers in the mural on the left.

- 1 Heaven (the Big Rockpile in the Sky) and belief in raw nature.
- 2 Rope climbing in "old" buildings' elevator shafts.
- 3 Religious ceremony consisting of smashing machines with clubs. (Note clubs' abstract design.)
- 4 Rock money. (Larger rocks have more value.)
- 5 Prison scene. Convicts forced to read books and to work with number system of prewar culture. *Message says: "Solitary computer for two years."
- 6 Arm wrestling contest determines the culture's leader. Message says: "Our leader."
- 7 Marriage symbol. Large arms interlocked. Message says: "Forever."
- 8 Contest of running with large weights before stadium crowd. Message says: "First."
- 9 Symbol of man over machine. (Note the small head and big extremities ... plus the gear representing machines.)
- 10 Jogging dance. Message says: "Fun."
- 11 Blister popping contest.

* = Certain messages on the mural are written in the Specibian alphabet. It has 26 symbols representing the English alphabet's 26 letters (A to Z). **Language experts:** Ask your teacher for a copy of this alphabet. It will stimulate you while you create your culture's language.

MODEL FOR ASSIGNMENT SHEET 1

Directions: Your teacher will give you a copy of the Assignment Sheet to fill out. Study this model carefully before you do any writing. Also pay attention to the marginal comments below. They will help you do a competent job.

AS1 BACKGROUND AND THEMES

Name Russ Smith
 Date due 9/20
 Team A

Directions: Using your imagination, determine the background and themes of a hypothetical culture. Time may be past, present, or future. The setting may range from underwater to desert. Values may be ideas such as .. "Might makes right" "Man over machine" (See the example culture on pages 10-13.) You will present your thoughts to your entire team for their consideration on the above date. CAPs (Creativity Artifact Points) will be awarded by the GAB (Grand Arbitrator of Behavior -- your teacher)

I. Background of Culture

A. Time 3000 A.D.


B. Geographic setting. Dry area in a desert climate such as that found in West Texas. The vegetation is brush and cactus.

C. Physical description of people. The people have big arms and legs. Otherwise they look like us. Only small brained, big ex-tremities persons survived the Great War

II. Themes

A. Values: What is important to the people?
Persons value human strength. To be tired is important. Brains started the Great War; therefore, brains aren't considered useful.

B. Ethics: What is considered right or wrong in the culture?
Anything requiring muscle power is good. Anything that requires brains or machines is very bad.

C. Symbols: What visual images indicate the culture's themes (its values and ethics)?

Their central symbol shows a person standing on a machine part. The person has a small head to show how unimportant brains are.
 POSSIBLE NAME Specubian (BICEPS Spelled backwards)

CAPs	
------	--

The year you wish your culture to exist.

Think first of climate type, for it greatly influences UNIVERSALS such as food, clothing, and shelter.

Think about having mutations and evolutionary changes (examples: three arms, webbed feet, etc.). However, try not to be too weird!

Creating themes is difficult ... Remember you don't have to agree with these values ... You are merely deciding what your created civilization's people wish for their standards of behavior.

Beliefs that support your civilization's values are "good."

Try to keep this simple. Remember that creativity isn't necessarily easy.

Strive to be clever and to give a clue to your culture's themes.

Points earned for completing AS#1.

MODEL FOR ASSIGNMENT SHEET 2

Directions: Your teacher will give you a copy of the Assignment Sheet to fill out. Study this model carefully before you do any writing. Also pay attention to the marginal comments below. They will help you do a competent job.

AS2

CULTURE UNIVERSAL (First Ideas)

Name Robin Jones
Date due 7/22
Team A

Directions: You are responsible for this universal in your team's culture:
political organization

Review the background and themes of your culture. Using your imagination, come up with an idea (or ideas) for the universal you have been assigned. Watch out for obvious conflicts (example: having heavy fur garments for your clothing universal when your team has decided upon a hot desert on the equator for the geographic setting).

Ideas for my assigned culture universal:

These people have a dictatorship. The person who rules is determined by having an arm wrestling contest. This person rules for one year, at which time a challenge can be made.

If people feel their leader is using his or her brain to rule, they can kick out the person by majority vote.

Why my ideas fit the time, setting, and themes of our culture:

Since our culture values brains and values strength, it makes sense to have the leader picked by how strong he or she is. These people would really respect someone who was the strongest.

(Fill out this part of the sheet while in class.)

Objections, if any, raised by my team members (in class):

They didn't think the majority vote idea fit in with the dictatorship type of government. I guess they're right.

CRP6

At this time think only about ideas. Do not even consider artifacts yet.

Do not get too complicated. Keep the ideas simple at first.

Important: Always think about your civilization's geographic setting and values.

Fill out this area under the broken line after you and your group members have "brainstormed." You will then consider these new ideas while you fill out AS#3.

MODEL FOR ASSIGNMENT SHEET 3

Directions: Your teacher will give you a copy of the Assignment Sheet to fill out. Study this model carefully before you do any writing. Also pay attention to the marginal comments below. They will help you do a competent job.

AS3	CULTURE UNIVERSAL (Final Ideas)	Name <u>Holly Williams</u>
		Date due <u>10/1</u>
		Team <u>A</u>

Directions: You are responsible for this universal in your team's culture:
religious practices. On AS #2 you presented your initial ideas for your universal. By now your team members have reacted to your ideas and have no doubt made some suggestions for changes. Perhaps you have also developed some new ideas after hearing other team members' universals. Now it is time for you to write a final description of your universal.

My final description of my assigned universal:
Once a week people get in a circle. Then they use clubs to smash machines left over from before the Great War. They sing songs that sound like grunts as they do this. This activity is done outside during the hottest time of day. The biggest ceremony takes place during the summer solstice, when they have the most hours of daylight.

The ways in which my ideas fit the time, setting, and themes of our team's culture:

- My idea fits the time (3000 A.D.) because it is after the Great War when machines are hated.
- My idea fits the setting because they do this activity during the hottest hours of daytime.
- My idea fits the themes because they hate machines and worship physical work. The grunt songs show that they enjoy clubbing in the hot sun.

CAPs

Note that this example has been written on a different UNIVERSAL by a different student. (Religion is being analyzed rather than government.)

AS#3 can contain ideas entirely different from those on AS#2. Don't be afraid to make a significant change if a brilliant idea strikes you. Many times creativity works this way!

Read this carefully and you will see how well this student's ideas fit the culture's themes.

MODEL FOR ASSIGNMENT SHEET 4

Directions: Your teacher will give you a copy of the Assignment Sheet to fill out. Study this model carefully before you do any writing. Also pay attention to the marginal comments below. They will help you do a competent job.

AS4

ARTIFACT BLUEPRINT SHEET

Name Rob. Jones

Date due 10/3

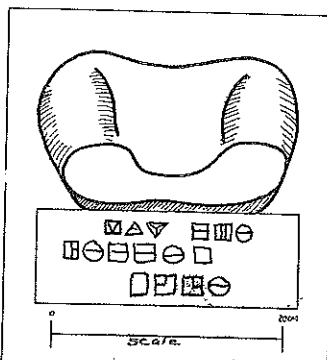
Team A

Approved by CC: _____ GAB: _____

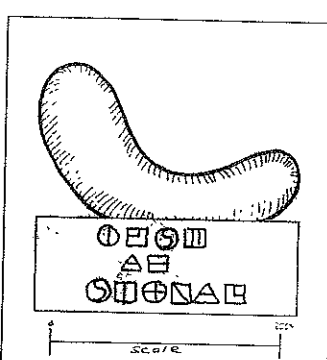
Directions: Carefully draw front and side views of your suggested artifact
— after practicing your drawings on scratch paper

Cultural universal which this artifact represents government


front view of artifact



side view of artifact



- 1 Materials required for construction
clay, wood, paint, glue
- 2 Written messages to appear on artifact (English)
PUSH AT SIGNAL MAY THE BETTER RULE
- 3 Written messages translated into language of culture (to be done by language expert).
⊙⊙⊙⊙ △⊙ ⊙⊙⊙⊙⊙ ⊙⊙⊙⊙⊙ ⊙⊙⊙⊙⊙
- 4 Materials the artifact is to simulate
Curved rock on wood base
- 5 Detailed explanation of the artifact's function and why it is a valid indication of the culture universal The artifact holds elbows of contestants for the arm wrestling contest for the leader. It shows that strength determines the leader. The messages give added clues.



Note that both your Crew Chief and teacher must give final approval of your artifact.

Look back at this student's UNIVERSAL description on the AS#2 model.

Most students find this assignment to be very difficult. *It is a challenge*, for you are attempting to create an object that gives a valid clue to your UNIVERSAL.

Be sure you use plenty of scratch paper until you are happy with your drawings.

When listing these materials, also think about where you can get them.

Keep this short. Give clues, not actual facts.

Your language expert will fill this in later.

This means what you want the other team to think the artifact is really made of.

If you can't think of an artifact:

1. Picture the actions that might take place between people when you think of your UNIVERSAL.
2. Imagine any object that might be used in these actions.
3. Think of parts of objects. For instance, a door knob might be a clue to shelters.

This explanation is extremely important. You must be able to show that this artifact gives honest clues concerning your UNIVERSAL. Your Crew Chief and teacher will not approve your artifact unless you have written a good explanation here.

MODEL FOR ASSIGNMENT SHEET 5

Directions: Your teacher will give you a BEFORE MUSEUM CARD to fill out on the artifact you have created. Study this model carefully before you do any writing on drawing. Pay attention to the marginal comments below. They will help you do a competent job.

Front

AS5 **BEFORE MUSEUM CARD**

Culture Specibian

Date of culture 3001 A.D.


Universal represented government

Function of artifact elbow holder for arm wrestling contest for leader

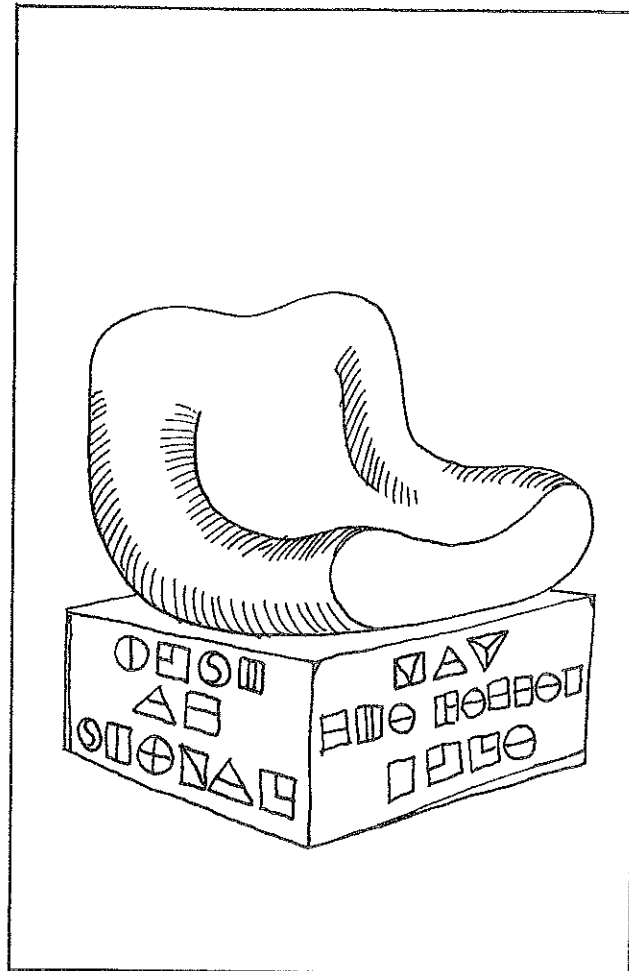
Translation of any messages Push at signal. May the better rule.

What does this artifact tell about the culture?
It shows that the strongest rules.

Creator of artifact Robin Jones



Back



At the end of the unit this card will be placed by your artifact in the MUSEUM DISPLAY.

This card is the only thing that will explain what your artifact was intended to be.

All information on this card should be taken from your approved AS#4.

This sketch need only be clear enough that your teacher can easily identify the artifact.

MODEL FOR ARTIFACT RECORD SLIP

Directions: Your teacher will give you an ARTIFACT RECORD SLIP to fill out for each artifact that you discover. Study this model carefully before you do any writing. Also pay attention to the comments and drawings below which will help you do a competent job.

ARTIFACT RECORD SLIP

Description of artifact Clay with gray paint

Site Specibian Pit # D6 Date 10/8

Depth 10 cm from Datum Stake D6

Horizontal Location 30 cm N of DS D6
18 cm E of DS D6

Remarks Found near wood object (#103)

Recorded by Jack Johnson Field # 108

(sketch of artifact on back)

Description of artifact — Do not record what you think the artifact's function is. Stick to describing the material.

Site — The site name is the name of the other team's civilization, which you will be told.

Pit # — The other team will also provide you with this number.

Date — This is the date of the dig.

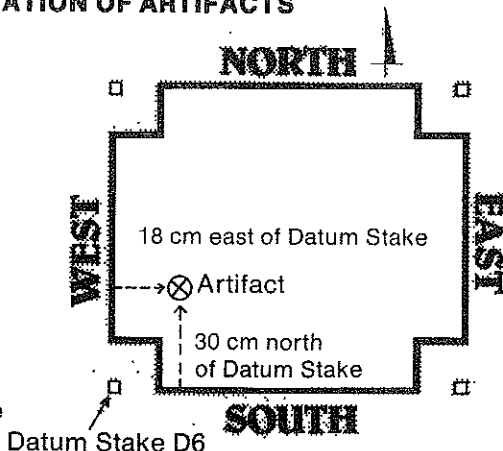
Depth — This is the vertical distance from the ground level to the bottom of the artifact — not its top. (See below.)

Horizontal Location — See diagram below for how to calculate this.

FINDING HORIZONTAL LOCATION OF ARTIFACTS

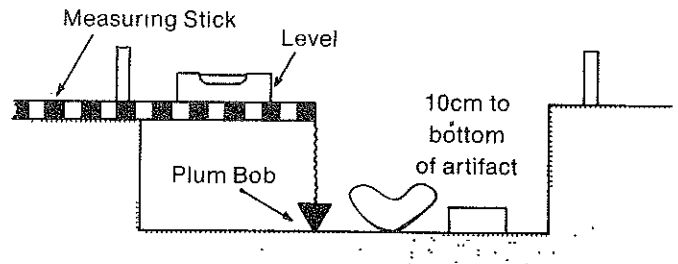
Measure from west and south sides of pit to center of artifact.

All horizontal measurements are made from the southwest stake — called the Datum Stake



TOP VIEW OF PIT

FINDING VERTICAL LOCATION OF ARTIFACTS



Measure from ground level at Datum Stake to bottom of the artifact — not its top.

SIDE VIEW OF PIT

MODEL FOR ARCHEOLOGICAL FEATURE RECORD SHEET

Directions: If you are a Recorder on the Big Dig, your teacher will give you a FEATURE RECORD SHEET to fill out. Study this model carefully before you do any writing. Also pay attention to the marginal comments below. They will help you do a competent job.

ARCHAEOLOGICAL FEATURE RECORD SHEET

1 Feature No 1 2 Site Specbian 3 Pit D6
 4 Depth from datum stake D6 is 42 cm
 5 Horizontal location West side of pit
 6 Size of feature Covers an area 40 x 30 cm
 7 Description Ash area in circular form
 8 Associated artifacts Stone object, three bones, and hoof
 9 Stratigraphy remarks On second level Ash extends 20 cm down in lens shape
 10 Recorder Jack Johnson 11 Date 10/8 12 Photo Yes
 13 Sketch

Feature — A feature is something more complex than a single artifact. It is evidence of human activity that can't be easily collected from the pit. *Examples:* a cooking area, shelter remains such as foundation or holes made by posts, burial pits, or tombs.

Horizontal Location — Since a large area is involved, simply indicate the general area.

Description — Be careful that you do not make any guesses about the function. Instead stick to listing the materials.

Stratigraphy — Stratigraphy means layers, as in a cake. If you noticed any definite changes in the soil texture or color, make a note here.

Recorder — This is the person who is doing the recording.

Date — The date of the Big Dig.

Sketch — Try to show the relation of the items to one another as you found them in the pit.

Photo — Indicate if a photograph was taken. One should have been!

MODEL FOR ASSIGNMENT 8

Directions: Your teacher will give you an AFTER MUSEUM CARD to fill out on the artifact you have found and analyzed. This small card, along with the artifact and the BEFORE MUSEUM CARD made by the other team, will be placed in the MUSEUM DISPLAY at the end of the unit. Therefore, realize how important it is to fill out this AFTER MUSEUM CARD: *you and your team members will have to live with how close or how far you are from the actual function of the artifact.*

Front

Back

AS8

**AFTER
MUSEUM CARD**

Culture Specibian

Date of culture 2500 A.D.

Universal represented _____
recreation

Function of artifact Small rocking chair
that is a toy for a doll house

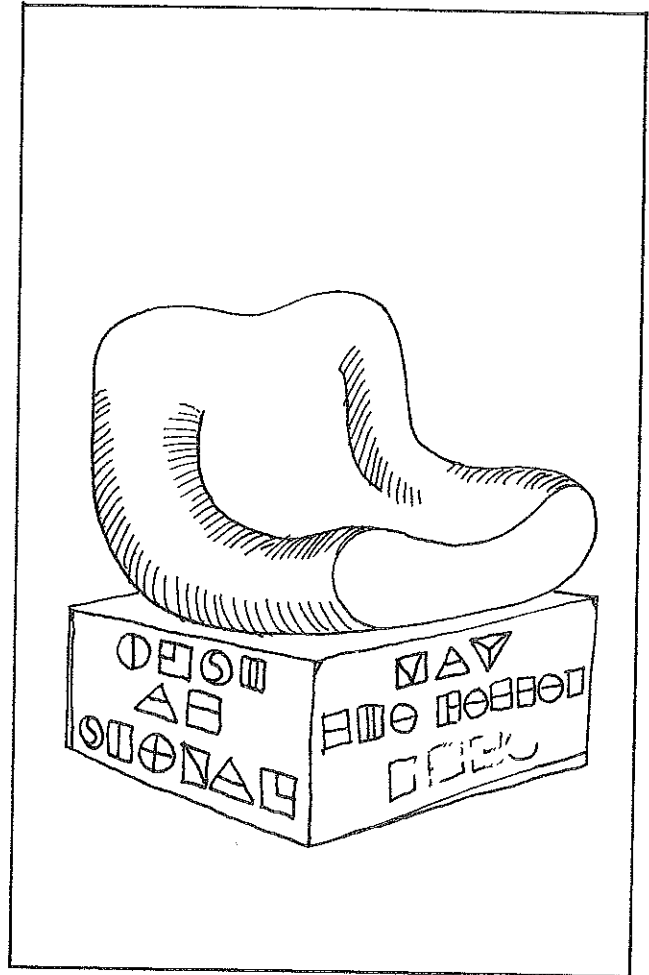
Translation of any messages _____
PUSH AT SIGNAL.
MAY THE BETTER ROCK.

What does this artifact tell about the culture?
It shows they had
rocking chairs for
relaying.

Interpreter of artifact Sharon Lee

Museum # 321

CAPS



UNIVERSAL represented — Your team's guess as to what UNIVERSAL in the other team's culture this artifact represents.

Function — What your team thinks was the culture's use of the artifact.

Translation — Any messages you think you have translated.

What does ... ? — Self-explanatory.

Museum # _____ — This is the final museum number that has been placed on the artifact. It should be the same number as on the ARTIFACT RECONSTRUCTION FORM (AS#6).

Sketch — This sketch need only be clear enough that your teacher can easily identify the artifact.

DEBRIEFING AND FINAL EVALUATION

Directions: Depending upon your teacher's instructions, discuss/write your reactions to the following questions:

1. Are there any themes or values that can be found throughout our culture? If so, give examples of how they are reflected in various universals.
2. What artifacts of today would best reflect our culture for future archaeologists? Explain, mentioning how they might also be misinterpreted.
3. Are there any aspects of our culture that could not be shown accurately by artifacts? Explain, giving examples.
4. Use our culture to show how change in one element might affect changes in other elements.
5. Can digging up ancient cultures be of any use in solving today's problems?
6. Which level of archaeology was most difficult for you? Explain. Here are the various levels:
 - Observational (excavating)
 - Descriptive (reconstructing and cataloging)
 - Analytic (deciding what it all means)
7. After participating in Dig, has your attitude toward the so-called primitive artifacts found in museums changed in any way? Explain.
8. Some persons criticize teachers who use simulations. These critics say, "Simulations only play at reality. They simply are not real. Therefore they mislead students." Discuss moments in Dig which seemed "real" or "unreal." Then tell why you agree or disagree with the above critic's statement.
9. Some persons praise simulations for helping students discover things about themselves. Using examples from your experiences in Dig, tell why you agree or disagree.
10. Has participating in Dig made you a more creative person? Explain.
11. Summarize your evaluation of Dig by explaining why you believe participating in Dig would or would not be a worthwhile educational experience for the students taking this class next year.

