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M-6

FOUNDATION FOR BELMONT EDUCATION
2010-2011 Learning Excellence Grants Program
Major Grant Application (Cover Page)

Project Title: Archeology Outreach Mock Excavation

Amount Requested: \$4,200 Start Date: October 2011 Completion Date: October 2011

School(s) affected: Chenery Middle School Grade(s): 6 # of Students: 320

Project Director(s) (please list others on a separate sheet).

Name: Rebecca Bourke Position: 6th Grade Teacher

School: Chenery Middle School Daytime Telephone: 617-993-5820

Grade Level(s): 6th Subject Area(s): Social Studies

Email: rbourke@belmont.k12.ma.us

Other Key Participants (provide name and school for each): other Chenery 6th grade ELA / SS teachers for the 2011-2012 school year

Participating School(s). Chenery Middle School

Do you intend to submit this proposal to other potential sponsors? no. If yes, to whom?

Signatures.

Project Director(s): Rebecca Bourke Date: 3/4/11
Date: _____

Principal(s): [Signature] Date: 3/4/11

**FOUNDATION FOR BELMONT EDUCATION
2010-2011 Learning Excellence Grants Program
Major Grant Application (Project Budget)**

Funds Requested from the Foundation for Belmont Education:

Category Amount Basis of Computation

Purchased Services (consultants, speakers)

Supplies/Materials _____

Books/Software/Subscriptions _____

Tuition/Workshop Fees _____ 3,600 for dig and \$600 post-dig lab

Equipment/Equipment Upgrades _____

Printing/Copying _____

Communications (Postage/Telephone) _____

Other _____

Total Funds Requested from the Foundation \$4,200

Other Support Available or Requested: Please list all additional cash and in-kind contributions to the project. Include the source, amount and purpose of each contribution.

Budget Notes: Please feel free to comment on the back of this sheet or attach supporting documents if you think it will help the Committee to evaluate your request. Examples include price lists of books or materials to be purchased, descriptions and price quotes for equipment to be purchased, etc.

PROJECT ABSTRACT

Archaeology Outreach – Mock Excavations

Project Description: Mock Excavation and Dig Lab

Mock Excavation: As a standards-based cross-curricular project, students will participate in a Simulated Excavation Program (Mock Dig). Over the course of 8 days, every sixth grade student will excavate in a 2-hour dig session using the scientific techniques and methods employed by archaeologists in answering questions about the past.

As an introduction, the excavations begin with a highly interactive yet brief lecture in the classroom. Here Ms. Connors- Hughes challenges students to go beyond the Hollywood version of archaeology and to reevaluate their perspective to one of discovering history. Topics to be discussed include artifact vs. fossil, archeology vs. Hollywood, the science of uncovering history; and the importance of artifacts as primary sources

Immediately following the lecture Students will be organized into cooperative learning groups and go to the dig site. While on the “dig,” students become diggers, screeners and scribes as they unearth the artifacts and material culture of New England. The focus in the field is on scientific methodology and data recording. As members of cooperative learning groups, students rotate through the jobs, discover the thrill of unearthing artifacts, troweling correctly, and recording scientific data.

Post-Dig Lab:

Following the excavations students will process and interpret the artifacts, they unearthed in the field in a Post-Dig Lab. This process involves observation, technical drawing, and scientific notation. The hands-on lab activity will occur during normal class periods. During this time, all artifacts are measured, drawn to scale, identified by material, and placed within an historic framework. In addition, students will engage in a Cultural Comparison exercise where the universal truths all cultures share will be stressed.

Through preliminary discussions we have determined that a dig site in the Chenery field is feasible. All artifacts and tools are included in the program fee.

Need:

As part of the early fall 6th grade curriculum, we talk about how people learn about ancient civilizations through the artifacts they leave behind, especially when are not able to access any of their writing. We also work on making inferences from evidence. This groundwork sets us up to introduce and analyze specific artifacts later on throughout the year. Being able to add this experiential component to the curriculum would be a terrific learning tool for the students. Archeology Education Outreach can customize the program to our curriculum and will focus on ancient Mesopotamia, which will relate to the topics we’re covering all through the fall.

Goals/Objectives:

This program sparks a new enthusiasm for social studies and science as it builds on modern fascination with archaeology.

This program will:

1. Strengthen students' investigative skills and deepen their understanding of the science of archaeology;
2. Support the teaching of MA curriculum frameworks in the areas of social studies and science;
3. Build community among students through a cooperative learning project;
4. Develop critical thinking skills to enable students to use archaeology to interpret culture;
5. Provide hands-on classroom activities in social studies and science

Workplan: Prior to the excavations Ms Connors-Hughes will meet with Grade 6 teachers to discuss the program and distribute pertinent paperwork.

The "dig" site will be situated on the school grounds. Volunteers will assist Ms. Connors-Hughes to prepare the site by digging a small 1 meter X 1.5 meter dig unit and then "salt" artifacts into the soils. These artifacts are typical of those found at any site in New England. Ranging from Native American to the Modern Era, these artifacts include reproduction arrowheads, musket balls, medicine bottles, and plastic toys. The area will be secured with tape and caution cones and finally girded into 50 cm. quadrants to ensure a correct plane on which to record the data.

Students excavate the unit in groups of 25 – 30 students at one time in separate dig sessions. After each session the site will be re-salted with artifacts to ensure all students receive the same experience and the same learning-standards are emphasized. There will be 2 dig sessions in one day and they will continue over 6 days until all have excavated.

The post-dig lab will be in the classroom (science or social studies) and will be scheduled during regular class periods. Each lab will last one class period and will continue over 2 days or 3 days depending on scheduling.

Qualifications/Resources:

The key participants are the approximately 320 6th graders, 12 teachers and Kimberly Connors-Hughes from Archeology Outreach. Kimberly is an Archaeologist and Mass Cultural Council Creative Teaching Partner.

Kimberley Connors-Hughes is a Harvard University trained archaeologist with a Masters Degree in anthropology/archaeology. She is an approved Creative Teaching Partner in Residencies, Planning and Development and has been excavating with students since 2000.

Evaluation:

Each of the 6th grade teachers will fill out an evaluation form after the demonstration and workshops. Direct teacher feedback will reveal the extent of the learning and whether the program has met our objectives.

Replication and Dissemination:

By enabling all 6 hands-on workshops, we will reach the entire Belmont 6th grade. Based on the feedback received, we will assess the program for future years.