

Archaeologists' Dig

This simulation of digging up a Roman town was originally developed in 1981 by Susan Hart and Stuart Scott when we were just beginning to devise activities to support structured group work and motivate students. It has influenced other colleagues, and a variety of other sites have been dug up in the same way. If you are interested in digging up an Aztec city go to the Leicester City Multicultural Service website. You will find a link on our homepage.

The webaddress for this activity is:

<http://collaborativelearning.org/archaeologistsdig.pdf>

Activity last updated 16th May 2008

COLLABORATIVE LEARNING PROJECT

Project Director: Stuart Scott

Supporting a cooperative network of teaching professionals throughout the European Union to develop and disseminate accessible teaching materials in all subject areas and for all ages.

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BRIEF SUMMARY OF BASIC PRINCIPLES BEHIND OUR TEACHING ACTIVITIES:

The project is a teacher network, and a non-profit making educational trust. Our main aim is to develop and disseminate classroom tested examples of effective group strategies across all phases and subjects. We hope they will inspire you to use similar strategies in other topics and curriculum areas. We run teacher workshops, swapshops and conferences throughout the European Union. The project publishes a catalogue of activities plus lists in selected subject areas, and a newsletter available by post or internet: "PAPERCLIP".

*These activities were influenced by current thinking about the role of language in learning. They are designed to help children learn through talk and active learning in small groups. They work best in mixed classes where children in need of language or learning support are integrated. They are well suited for the development of speaking and listening. They provide teachers opportunities for assessment of speaking and listening and other formative assessment.

*They support differentiation by placing a high value on what children can offer to each other on a particular topic, and also give children the chance to respect each other's views and formulate shared opinions which they can disseminate to peers. By helping them to take ideas and abstract concepts, discuss, paraphrase and move them about physically, they help to develop thinking skills.

*They give children the opportunity to participate in their own words and language in their own time without pressure. Many activities can be tried out in mother tongue and afterwards in English. A growing number of activities are available in more than one language, not translated, but mixed, so that you may need more than one language to complete the activity.

*They encourage study skills in context, and should therefore be used with a range of appropriate information books which are preferably within reach in the classroom.

*They are generally adaptable over a wide age range because children can bring their own knowledge to an activity and refer to books at an appropriate level. The activities work like catalysts.

*All project activities were planned and developed by teachers working together, and the main reason they are disseminated is to encourage teachers to work effectively with each other inside and outside the classroom. They have made it possible for mainstream and language and learning support teachers to share an equal role in curriculum delivery. They should be adapted to local conditions. In order to help us keep pace with curriculum changes, please send any new or revised activities back to the project, so that we can add them to our lists of materials.

Archaeologists' Dig

Teachers' Notes

We have found barrier games and activities where students have to exchange knowledge very effective for promoting learning as well as being fun.

The grid on the game board represents the area to be dug up which has been divided into squares. Similar coordinates have been provided for the eastings and northings to make students think carefully. One pair are digging up the left hand side of the town (the green area) and the other pair the right hand side of the town (the red area). The activity works like battleships. The left hand pair hold cards with pictures of the artefacts that the right hand pair need to find; the right hand pair hold cards that the left hand pair need to find. We provided coordinates on each picture card so that artefacts that were likely to be found close to each other (e.g. the bread peel and the flour mill) were near each other so as to help guessing. At the time we only had a rather miserable textbook (aren't most textbooks miserable!) for the students to research, but since then a lot of other resource books have been published and there is a lot on the internet. We have provided a grid with the position and list of artefacts we included, but you might well want to add others. As you can see we also included some non Roman artefacts.

Archaeologists' Dig - What do archaeologists do?

Two ways of finding out about the past are:

1. reading what people wrote at the time.
2. searching for objects that people used.

Archaeologists look for things in the ground that tell us what life was like in the past. First they look for a good place to start their search. Air photos taken when the sun is low in the sky help them to do this. Then they begin to dig. They cannot dig everywhere so they need to identify the most interesting places. First they dig long trenches to see what they can find. Then they decide where to concentrate their digging. When they have found a good place, they use string to divide it into equal rectangles. Then they dig each part slowly layer by layer. The deeper they go, the older are the things they find. Now you are in Pompeii and you are digging up a part of the town.

How to Play

Two pairs of students play this game. Each pair have a plan of part of the buried town of Pompeii, which archaeologists have divided into rectangles. This is a barrier game like battleships, so you need to arrange a barrier across the table so that the other pair cannot see your plan. Each pair have a set of cards for the objects buried in one half of the town. Look at their coordinates and place the cards on the correct part of the plan. The cards are bigger than the plan so they won't fit on exactly. Then you have to take turns to find out where the objects in the other half of the town are buried by guessing the coordinates. This is how:

Pair A (who are looking for objects on the left side of the town: the green area):

"Is there anything buried in 5254?"

Pair B (who have the green area cards)

"Sorry nothing buried there."

Pair A put a counter on this rectangle to remind them that they have asked about it.

Pair B (who are looking for objects on the right hand side of the town: the red area):

"Is there anything buried in 5652?"

Pair A (who have the red area cards)

"Yes! You have dug up this" They hand them a picture of a strigil.

Pair B put a counter on this rectangle to remember they have asked about it.

When you have dug something up use your resource books to discover: whether it is Roman or not? what it is? and what else you might be likely to find in this part of town. Record your information on your Finds Matrix.

Places in a Roman Town

Only 12 of these places would be found in a Roman town. Use your resource books and the internet to check which ones were in Roman towns.

schools	blacksmiths' shops
churches	goldsmiths' shops
hospitals	supermarkets
parks	temples
theatres	stadiums
ampitheatres	inns/wineshops
baths/toilets	libraries
market places	police stations
zoos	houses
carpenters' shops	bakeries

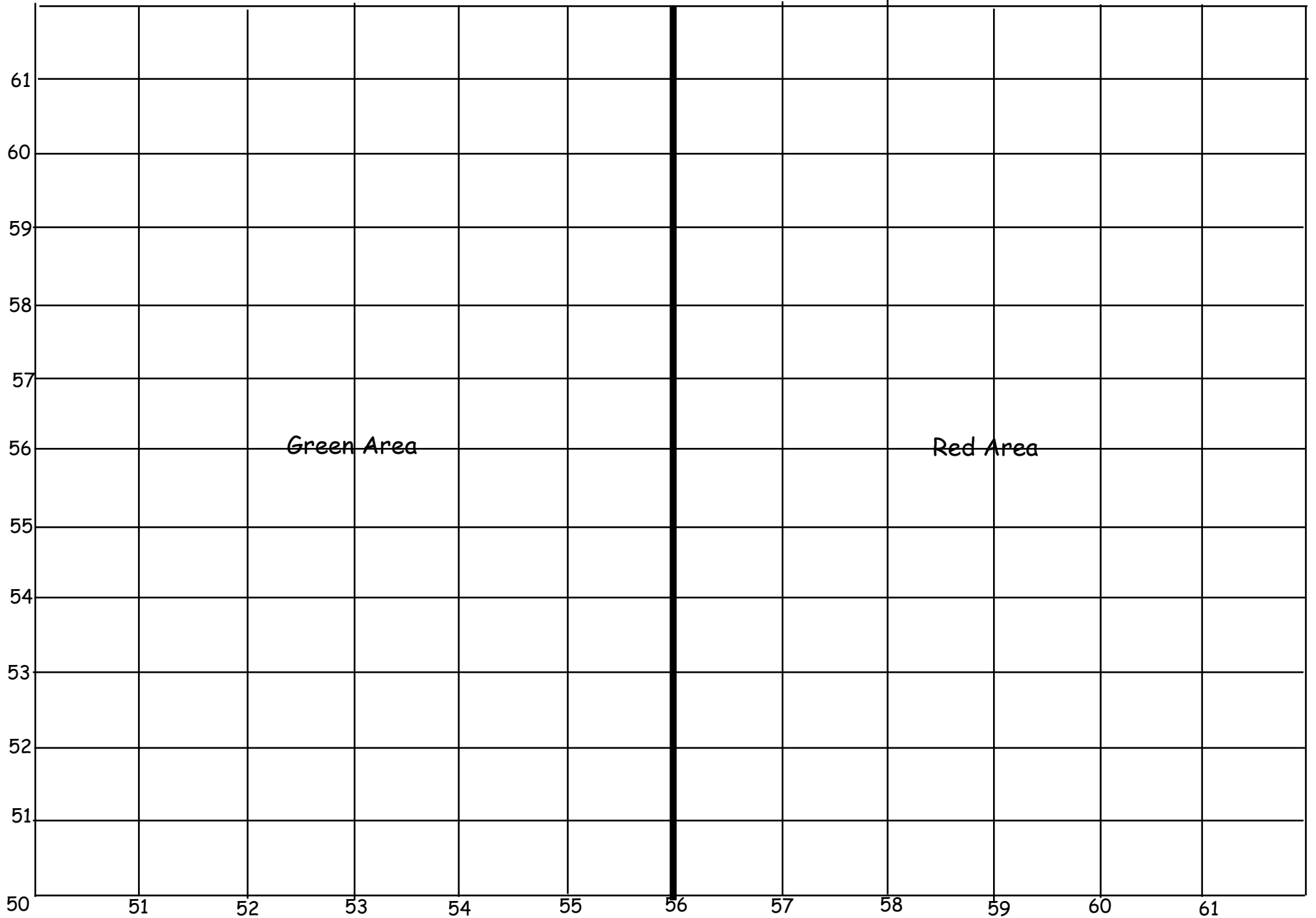
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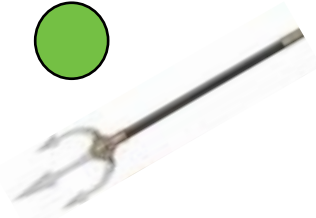
Archaeologists' Dig Town Plan

Remember when you read coordinate,s you read the eastings (left to right) and then you read the northings (bottom to top)





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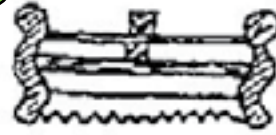


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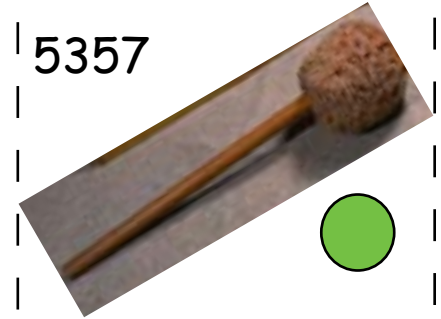
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Green area artefacts





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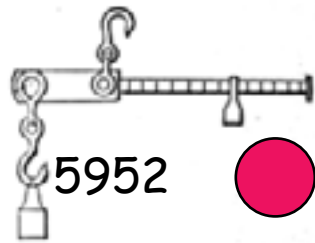
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Red area artefacts

Archaeologists' Dig Town Plan for teachers

These are the artefacts we "hid" in the town and where we hid them. Modern ones in bold.

	comb	lyre			school here	or library					pistol
61	lamp	rich person's house here			writing tablet	book		winner's plaque for games			
60			mortar		stylus				a yale key		
59		cooking pot	a screw				stool			statue	
58				sponge on stick (for bottom wiping)			bread oven	bread shovel			mirror
57		frying pan			gladiator's helmet			this is where the bakery was situated			
56	saw		trident	shield		light bulb		flour mill			plaster hand
55			amphitheatre here		belt						
54			a shoe								
53	hammer						strigil	glass	scales	ladle	
52		tongs				coca cola can		wine jar		shrine	
51		workshop here									
50						wheel		wineshop/restaurant			
	51	52	53	54	55	56	57	58	59	60	61

Archaeologists' Dig Finds Matrix

Coordinate	What object is.	What you think the object was used for.	What part of the town you may have discovered.