

From Vancouver to James Fort Artifact Comparison

Description of Project:

The Vancouver Project - In 2004 when excavation began for the Vancouver Hotel and Conference Center (VCC) in Vancouver, a large number of artifacts were discovered. Excavation of the site ceased, and Applied Archaeological Research (AAR), under the direction of Bill Roulette, was contracted to conduct archaeological investigations on the developmental site. The historical archaeological site, designated 45CL582, is located beneath the VCC. During several phases of the project, AAR uncovered 64 cultural features and collected nearly 50,000 historic-era artifacts. AAR intensively analyzed 12 of the 64 features; 9,731 artifacts from seven features were prepared for curation, but not analyzed; approximately 26,000 artifacts from 34 features were not processed or prepared for curation. These artifacts are now housed at the Clark County Historical Museum and used for research purposes. The artifacts, which were not catalogued, cleaned and cross-mended, are made available to schools through a grant from The Department of Archaeological and Historical Preservation, in partnership with the Clark County Historical Museum.

The James Fort Project - Excavations began in 1994 Of James Fort, near the settlement of Jamestown, with the hopes of finding some evidence of the original 1607 James Fort, for over two centuries thought lost to river shoreline erosion. Today, archaeologists have rediscovered much of the fortification and have recovered over a million artifacts that tell the true story of Jamestown.

Description of the Learner:

In eighth grade, students develop a new, more abstract level of understanding of social studies concepts. The recommended context for developing this understanding is U.S. history and government, 1776 to 1900. Students explore the ideas, issues, and events from the framing of the Constitution up through Reconstruction and industrialization. After reviewing the founding of the United States, particularly the Constitution, students explore the development of politics, society, culture, and economy in the United States to deepen conceptual understandings in civics, geography, and economics. In particular, studying the causes and consequences of the Civil War helps them to comprehend more profoundly the rights and responsibilities of citizens in a culturally diverse democracy.

Though it is easy to start looking at our country beginning with 1776, students need to have knowledge of how America was settled and what the people were like at the time of settlement to be able to completely understanding of the beginning of our country.

Comparing and contrasting is an important part of social studies and writing. This unit will provide students with the opportunity to use hands on experiences to examine artifacts from late nineteenth and early twentieth century Vancouver and compare them to the artifacts that have been discovered at James Fort, which was established in the 1600's.

Assessments

Informal assessments will be done during each lesson by listening and observing what the students are doing and saying.

Student assessments will be done by students answering the Lesson Question and other questions in their Archaeological Notebook at the end of each lesson.

Formal assessments will be done when the teacher reads the students' Archaeological and Artifacts Notebooks and scores specific assignments.

Washington State Social Studies Skills for the Eighth Grade:

- 4.2.2 Understands and analyzes how cultures and cultural groups have contributed to U.S. history.
- 4.3.1 Analyzes and interprets historical materials from a variety of perspectives in U.S. history.

Part of social studies is to teach students to be responsible citizens. This project will do that by helping students to

- 1.) "Use knowledge of the past to construct meaningful understanding of our history in order to enrich and enlighten our lives." (Historical Perspective)
- 2.) "Use effectively both group process and communication skills to participate in democratic decision making." (Interpersonal and Group Skills)

From the OSPI Social Studies webpage

Washington State Literacy Skills for the Eighth Grade:

Reading

- 2.3.1 Compare and contrast information from multiple sources to gain a broader understanding of a topic.
- 3.1.1 Analyze web-based and other resource material (including primary sources and secondary sources) for relevance in answering research questions.

Writing

EALR 1 The student understands and uses a writing process.

EALR 2

2.2.1 Demonstrates understanding of different purposes for writing, i.e. writes to learn with journals, notes, reflections

2.3.1 Uses a variety of forms/genres i.e. journals, reports, notes, summaries. reflections

EALR 3 The student writes clearly and effectively.

Communication

EALR 1 The student uses listening and observation skills and strategies to gain understanding.

EALR 2 The student uses communication skills and strategies to interact/work effectively with others.

EALR 3 The student uses communication skills and strategies to effectively present ideas in a variety of situations, such as discussions, PowerPoint slide show, plays, video, article, essay.

Notes

Part One: Introduction

Objective: Students will set up an “Archaeological Notebook.” In this notebook students will write observations, make observational drawings, make inferences and come to conclusions as they view video clips of the James Fort archaeological dig and study artifacts from the Vancouver Convention Center dig. Students will divide the notebook into the following sections:

1. Table of Contents (1 page)
2. Introduction (5 pages)
3. Vancouver Convention Center Dig, 15 pages)
4. James Fort (15 pages)
5. Similarities (2 pages)
6. Differences (2 pages)
7. Student Assessments (6 pages)
8. Miscellaneous information (10 pages)
9. Conclusion (2 pages)
10. Glossary (2 pages)
11. Journal (the rest of the notebook)

Objective: Introduce artifacts, how to make observations, inferences and drawing conclusions.

Procedure: The teacher will bring in a number of artifacts from his/her own that shows your interests, hobbies, family, etc. Students will view these artifacts, write down observations make inferences and come to a conclusion about you, the teacher. Explain the each artifact tells something about you and that by examining them the student will be able to get a better understanding about your life. In their notebooks students will make five observations from what they see, make a number of inferences and come to a conclusion about you. They will share this information with the class. Discuss with students that not all observations and inferences may be used in their conclusion.

Lesson Suggestions: To add realism to this lesson the teacher could either not tell the class that the artifacts are from him/her until after the students have made conclusions about the person who owned the artifacts. Or to show how biases may affect research, tell only half the class that the artifacts are from you before they make their observations, etc. The conclusions from the two groups can then be compared to show how prior knowledge has a tendency to bring out biases.

Objective: Students will make observations, inferences and come to conclusions from artifacts that “anonymous” students brought in.

Procedure: During the introduction of the project, hand out brown lunch bags to students. Include a letter to parents about what you are doing in the bag. The next day, students will bring in 5-6 personal artifacts, in this paper bag and give them to the teacher. **Tell the students that the artifacts cannot include pictures or other personal identification marks, nor can they tell about or show anyone their artifacts.** The artifacts should include a short synopsis of how each artifact connects to that student. This synopsis will be revealed AFTER the students have made their observations and conclusions. The teacher will number the bags, and then give each student a bag of artifacts. Students will make observations, inferences and come to conclusions in their Archaeological Notebook about the anonymous person who presented the artifacts. (These artifacts cannot have pictures or any personal identifying marks.) Have students share their observations, inferences and conclusions about the anonymous person that brought the artifacts. Discuss how students came to the conclusions that they did from this small amount of artifacts. They then compare their observations, inferences and conclusions for their set of artifacts with the description that was written. Discuss that these are the types of clues that archaeologists use when they are trying to find out about our past.

Notes

Part Two: Practice Analyzing Artifacts

Objectives:

- 1.) Students will learn to use the New Brunswick Method of Analysis of artifacts
- 2.) Students will learn about the tools and procedures for handling artifacts,
- 3.) Students will use field notebooks to record questions, observations, drawings and measurements as part of the Inquiry method.

Activities:

- 1.) Read and discuss the New Brunswick Method of Analysis. (Teacher Resource page 1)
- 2.) Bring in buckets with a toothbrush, trowel, whiskbroom, dustpan, ruler, Ziploc bags, Sharpie, pencil and a tray in each bucket. (One bucket for each group) Have each group discuss how archaeologists use each item.

Practice Activity (See Teacher Resource page 2)

Notes

Part Three: Analyzing the Vancouver Convention Center Artifacts

Objective: Students will clean and analyze the Vancouver Convention Center artifacts

Prior to working in the science lab:

Have Jessica Hale speak to the students about the Vancouver Convention Center Dig and the artifacts found. Go to the Family Living room and have her demonstrate how to clean the artifacts.

Step 1 Cleaning the Artifacts (This step may take 2-3 periods)

Objective: Students will clean the Vancouver Convention Center artifacts

Teacher Preparation:

1. Put a fine screen over the drain of each sink in the science lab. (Remind students to clean this screen constantly. Nothing but dirty water can go down the sink.) Or use plastic washbasins that can be dumped outside when the water is too dirty.
2. Lay out the following items for each group: Sieve, toothbrush, wire brush, cm/mm ruler, rubber gloves, masking tape, scales
3. Put one dirty artifact in each station in the lab.

Teacher Reminders:

- ❖ Wear rubber gloves when handling artifacts
- ❖ Constantly clean screen in sink or empty plastic tub.
- ❖ Take detailed notes using the New Brunswick Method of Analysis
- ❖ Be extremely careful with glass and metal items
- ❖ Bones and metal artifacts cannot get wet-washed. They MUST be dry-washed. Jessica will show how this is done.

Student Preparation:

1. Students need to bring their Archaeological Notebooks to the Family Living room to take notes about how to clean the artifacts.
2. Students need to bring their Archaeological Notebooks to the science lab to take notes
3. Students divide the work up between them: Task Master/timekeeper, note taker/drawer, measurer/sorter, washer

Student Work

- ❖ **Stay in your group**
- ❖ Clean each artifact completely and thoroughly
- ❖ Clean the screen in the sink constantly
- ❖ Take detailed notes about each item
- ❖ Describe each item, include
 - Measurement
 - Texture
 - Shape
 - Color
 - Writing or inscriptions
 - Drawing
 - Any other description that would give a person a good picture of your artifact
- ❖ "Wash Tag" the artifact with your group number
- ❖ Set aside to dry
- ❖ Get another artifact from the box
- ❖ Continue with previous steps for each artifact until all artifacts are clean

Notes

Step 2 After all artifacts are clean

Objective: Students will analyze the artifacts and put them in groups
Students will make observations, inferences and conclusions about the life of the people

Student work:

Assembling

1. Students will go through their artifacts and sort them into groups. They will determine how they want to sort them.
2. Students will try to cross-mend different artifacts. They may use masking tape to put artifacts back together.
3. Students may assign different jobs to the people in their group, such as cross-mender, taper, etc.

Grouping

1. Students will group their artifacts according to the Artifact Classification Scheme (ACS)
2. Students will try to identify artifacts by using:
 - Field guide references included in the kit
 - Internet
 - Uses of the items
 - Labels on the artifact
3. Students will analyze the artifacts by
 - Making observations
 - Making inferences
 - Coming to conclusions about the life of the people

The conclusions should answer one or more of the following questions

 - What can you tell about each person from their artifacts?
 - What can you tell about the person who may have used these artifacts and why?
 - What do the artifacts tell you overall about the household of people who used these artifacts?

Notes:

Part Four: Jamestown and James Fort

Objective: Students will understand what James Fort was and its connection to our history.

Procedures: Students will go to the computer lab, go to my webpage and use the following websites to research Jamestown and its connection to James Fort. They will take notes in the James Fort section of their notebook.

Jamestown Timeline http://www.google.com/search?q=Jamestown&hl=en&safe=active&client=firefox-a&hs=h3l&rls=org.mozilla:en&prmd=ivns&tbs=tl:1&tbo=u&ei=MIALTtDdBeXKiAKb9om1AQ&sa=X&oi=timeline_result&ct=title&resnum=12&ved=0CIQBEOcCMAs&biw=996&bih=582

History of James Fort http://www.preservationvirginia.org/rediscovery/page.php?page_id=6

History of James Fort <http://ab.mec.edu/jamestown/jamesfort.html>

History of James Fort <http://www.historywiz.com/exhibits/jamesfort.htm>

Objective: Students will get an understanding of the *Jamestown Rediscovery* Archaeological Project.

Procedures: Using the computer lab, students will “discover” James Fort by going to the *Jamestown Rediscovery* Archaeological Project website:

http://www.preservationvirginia.org/rediscovery/page.php?page_id=1

Students will visit different parts of James Fort and take notes on the artifacts that have been found in each area.

Artifact discovery and reconstruction

Objective: Students will understand how objects are excavated and preserved at James Fort.

Procedures: Students will watch the following UTube videos and take notes on how objects are excavated at James Fort and the process they go through to be preserved.

Setting up an archaeological unit

http://www.youtube.com/watch?v=4JFvxM6Y_QY&feature=BFa&list=ULiYhdpUfM0p8&index=9

Excavation of well

<http://www.youtube.com/watch?v=owYBccAs8UU&feature=autoplay&list=ULiYhdpUfM0p8&index=3&playnext=3>

Excavating artifacts from well

<http://www.youtube.com/watch?v=TwwdRR9JES4&feature=BFa&list=ULiYhdpUfM0p8&index=5>

Conserving iron objects

<http://www.youtube.com/watch?v=lcFAxXJCxLQ&feature=BFa&list=ULiYhdpUfM0p8&index=7>

Identifying articles from Jamestown

<http://www.youtube.com/watch?v=-AW6TerwiHo&feature=autoplay&list=ULiYhdpUfM0p8&index=8&playnext=1>

Excavating a sword blade http://www.youtube.com/watch?v=9Y_pEdFpLZY&feature=related

Preserving a helmet

http://www.youtube.com/watch?v=u_YWzodWJu8&NR=1

Pistol Identification

<http://www.youtube.com/watch?v=zw78PMaSAlo&feature=autoplay&list=ULiYhdpUfM0p8&index=2&playnext=2>

Finding a sword at the bottom of the well

<http://www.youtube.com/watch?v=ONQQMmUxz-4&feature=autoplay&list=ULiYhdpUfM0p8&index=10&playnext=1>

Excavating an armor back plate

<http://www.youtube.com/watch?v=S1VzzVVeJV0&feature=autoplay&list=ULiYhdpUfM0p8&index=11&playnext=2>

Part 5: Final Project

The final, culminating project will be two parts, a paper and presentation.

In the paper students will have to decide which era they would have enjoyed living and contrast it to the other era. They will use artifacts from both eras to support their choice.

Students will then make a 1-2 minute presentation explaining their choice. The students may choose to do their presentations in a variety of ways, including reading their paper, a skit, video, PowerPoint or any other way that the student chooses. Creativity is encouraged. Students may get further information by using the Clark County Historical Museum or their website.

Vocabulary words/terms to be added to glossary

Apothecary
Archaeology
Archaeologist
Artifacts
Cross-mend
Culture
Curation
Desiccate
Excavation
Feature (used with archaeology)
Functional classification
Historical Archaeology
Historical Records
Primary Documents
Repository
Secondary Documents
Stratigraphy
Trowel

Lesson Plan Part 1, Day 1

Lesson Title: Project Introduction

Lesson Focus Question: What is the project and what are the requirements?

Time: One 55-minute class period

Objectives:

1. Introduce the Vancouver to James Fort Project
 - A. Discuss the Vancouver Convention Center Dig
 - B. Discuss the James Fort Dig
2. Explain the requirements of the project
3. Set up the Archaeological Notebook

Procedures:

1. Show a short UTube Clip introducing the James Fort Dig
2. Explain what the Vancouver Convention Center Dig was and the artifacts that have been found
3. Explain the steps that this project will include
4. Handout the Project Guidelines (Student Handout 1.1) and discuss the requirements
5. Handout spiral notebooks and have students set them up and label each section in the following manner: (Students should also number each page except for the Table of Contents) To ensure that students have enough room, they will use both sides of each page (except for the Table of Contents), so each side should be numbered.)

1. Table of Contents (1 page)	
2. Introduction (10 pages)	Page 1
3. Vancouver Convention Center Dig (30 pages)	Page 11
4. James Fort (30 pages)	Page 41
5. Similarities (4 pages)	Page 71
6. Differences (4 pages)	Page 75
7. Student Assessments (6 pages)	Page 79
8. Miscellaneous information (34 pages)	Page 85
9. Conclusion (2 pages)	Page 109
10. Glossary (4 pages)	Page 111
11. Journal (the rest of the notebook)	Page 115
6. Handout "Personal Artifacts" assignment (Student Handout 1.2) and discuss, explain that students will have an example of personal artifacts tomorrow.

Assessments:

Informal: Should take place during the discussion and question period for each section and your observations of students setting up their Archaeological Notebook.

Student: What is the project and what are the requirements?

Materials:

Class Set	Spiral Notebooks
6-7	Black Sharpies (To label the outside of notebooks)
Class set	Student Handout 1.1 Project Guidelines
Class set	Student Handout 1.2 Personal Artifacts assignment
Class set	Letter to parent about project
Class set	Brown paper bags

Notes:

Lesson Plan Part 1, Day 2

Lesson Title: Introduction to Artifacts and the New Brunswick Method of Analysis

Lesson Focus Questions: What are artifacts? What is the New Brunswick Method of Analysis?

Time: One 55-minute class period

Objectives:

Students will

1. Understand artifacts and where they come from
2. Understand what observations are
3. Understand how to make inferences through observations
4. Understand how to draw conclusions from inferences
5. Understand the New Brunswick Method of Analysis
6. Introduce Student Handout 1.2 Personal Artifacts assignment

Procedures:

1. Bring in a number of artifacts that show your interests, hobbies, family, etc.
2. Have students date page 1 of their Archaeological Notebook and divide it into three sections. Label each section Artifact, Observations, Inferences.
3. As you show your first artifact, have students write what it is and make an observation about that artifact in the chart that they made in their Archaeological Notebook.
4. Using what the students say, explain which are true observations, i.e. what the student actually sees, hears, smells, etc., and which are inferences.
5. Have students make two more observations about the artifact in their notebook
6. Have students discuss their observations with each other, then list their observations on the board.
7. Discuss which are actual observations and which are inferences.
8. From the observations, have students make an inference about that object and its connection to you.
9. Show the rest of the artifacts and have students make 3 observations about each artifact.
10. From the observations, have students make an inference about each object and their connections to you.
11. List some of the inferences on the board and discuss how those inferences can help an archaeologist to draw a conclusion.
12. Have students draw a conclusion about your life from the inferences that they made.
13. Go back through and explain how each object is connected to you to see if their inferences and conclusions are correct.
14. Have students go to the Glossary section of their notebook and put in and define the terms: artifacts, observations, inferences, conclusions, (Have them leave a space between each definition. This makes it easier to read and grade.)
15. Handout and discuss New Brunswick Method of Analysis,
16. Introduce Student Handout 1.2 Personal Artifacts assignment

Assessments:

Informal: Assess students' understanding of observations, inferences and conclusions during the discussion period of each section.

Student: What are artifacts? What is the New Brunswick Method of Analysis?

Formal: Read through their notebooks and assign points. I assign 1 point for each observation, 2 points for each inference and 5 points for the conclusion.

Materials:

Archaeological Notebooks

5 – 6 Personal artifacts

Classroom set New Brunswick Method of Analysis

Lesson Plan Part 1, Day 3

Lesson Title: Student artifacts, observations, inferences and conclusions

Lesson focus question: What can we learn about a person from their artifacts?

Time: One 55-minute class period

Objectives:

1. Using personal artifacts, make observations, inferences and draw conclusions about a person.
2. Understand that artifacts may give just a partial glimpse into a person's life.

Procedures:

1. Students will need their Archaeological Notebook.
2. Divide two pages (front and back) into three columns: Artifacts, Observations and Inferences]
3. Students need to leave plenty of room for the observations and inferences for each artifact
4. Place an unopened bag of artifacts on each desk, instruct students not to open the bags until told to.
5. Review what artifacts, observations and inferences are. Have students look back at yesterday's assignment for a reminder.
6. Instruct students that for each artifact they must make at least five observations and then at least one inference about that artifact.
7. Remind students that these artifacts belong to a student in this classroom and are his/her personal belongings and should be treated as such.
8. Have students open their bag and take out their artifacts and make their observations and inferences.
9. After students have finished making their observations and inferences, instruct them to write a one to two page conclusion about what they learned about that person.
10. When all students have finished with their conclusion, hand back the students' 1-2 page explanation how the artifacts are connected to them.
11. In the student's notebook have them answer the following:
 - a. How are your conclusion and the person's description similar?
 - b. How is it different?
 - c. Why?
 - d. What could have given you more information about the person besides pictures?
12. In your notebook, answer the question: How do archaeologists use artifacts as clues to learn about people from the past?

Assessments:

Informal: Assess student's understanding of artifacts, observations, inferences and conclusions by listening to their presentations.

Student: What can we learn about a person from their artifacts?

Formal: Read the students' notebooks and check see that they have made observations (1 pt. each), inferences (2 pts. each), conclusion (5 pts)

Materials:

1. One brown bag of artifacts from each student (5-6 artifacts per student)
2. Written description of own artifacts from each student
3. Students' Archaeological Notebooks

Extension Activity:

Students pretend that they are visiting from another planet and make observations, inferences and conclusions about life on Earth after viewing all of the artifacts.

Notes:

Lesson Plan Part 2, Day 4

Lesson Title: Practice Archaeological Dig

Lesson focus question: How do archaeologists work?

Time: One full block or two 55-minute class periods

Objectives:

1. Students will learn about the tools and procedures for handling artifacts,
2. Students will use field notebooks to record questions, observations, drawings and measurements as part of the Inquiry method.

Preparation prior to activity:

1. Prepare enough buckets of “artifacts” so that there is one bucket per group of 4 students. See Teacher Resource page 2 “Practice Archaeological Dig”.
2. Prepare a bucket of equipment to go with the buckets of “artifacts”
3. Spread buckets around in a large outside area. The bigger the area, the better. Students need to be far enough apart so that they will stay in their own “dig”.
4. If it rains, either spread plastic tarps in your room, or explain to students that this is all part of the life of an archaeologist and to put on garbage sacks as raincoats.

Procedures:

Prior to Dig

1. The video will show the students how the tools are used and what archaeologists do at a dig.
2. Go over and discuss how each tool is used in the excavation and hunt for artifacts.
3. Demonstrate how each tool is used in the excavation and hunt for artifacts. Emphasize how careful an archaeologist is.
4. Show the YouTube video: Excavating artifacts from well, which shows the tools in use.
<http://www.youtube.com/watch?v=TwwdRR9JES4&feature=BFa&list=ULiYhdpUfM0p8&index=5>
5. Divide students into groups of 4.
6. Hand out buckets of tools and have students discuss in their group how each tool is used.
7. Explain to students that they will need to take detailed notes about their dig using the forms in the Artifacts Notebook, student handout 2.2
8. Have students assign jobs: These jobs should rotate after each “artifact” is discovered and recorded.
 - a) Digger
 - b) Brusher
 - c) Measurer
 - d) Note taker

After Dig

In their Archaeological Notebook have students:

1. List each artifact
2. Make as many observations as possible about each artifact
3. Write inferences about each artifact
4. Write a conclusion about all the artifacts
5. Students will present their findings to the class

Assessments:

Informal: Questioning about the New Brunswick Method and the tools an archaeologist needs and while walking around, observing and questioning groups of students during their dig.

Student: How do archaeologists work?

Formal: Read through each group’s notes about the dig to see that they have filled out the forms with the needed information.

Materials: See Teacher Resource page 1 Practice Archaeological Dig
New Brunswick Method of Analysis, which the students should have

Lesson Plan
Part 3, Part 1
Day 5

Lesson Title: Learning to Clean and Analyze the Vancouver Convention Center Artifacts

Lesson Focus Questions: What was the Vancouver Convention Center Dig? What were the artifacts that were found? How do students clean artifacts?

Time: One 55-minute class period

Objectives:

1. Students will understand what the Vancouver Convention Center Dig was.
2. Students will examine artifacts and determine what they are.
3. Students will examine artifacts and determine how they were used.
4. Students will learn the steps in cleaning artifacts.
5. Students will clean artifacts.

Procedures:

Jessica Hale will discuss the Vancouver Convention Center Dig, answering any questions that come up.

She will also bring in some "clean" artifacts and explain how to make a detailed examination of them.

Using these artifacts, in their Archaeological Notebook in the Vancouver Convention Center part, students will:

1. List the artifact
2. Make observations about the artifact
3. Make an inference about the artifact
4. Come to a conclusion about the artifact
5. Looking at all the artifacts, students will come to a conclusion about the people of that era

Jessica will also discuss and demonstrate how to clean the dirty artifacts that the students will be working with. If available, the class will go to the Family Living Room where it will be easy for students to see the demonstration.

Assessment

Informal: Listen to the questions students ask, are they direct and to the point? Or are they scattered, with no understanding of how to clean the artifacts?

Student: What was the Vancouver Convention Center Dig? What were the artifacts that were found? What are the procedures to clean artifacts?

Formal: Examine the Archaeological Notebook, which will show whether students are making observations (1 pt each), inferences (2 pts. each) and conclusions (5 points).

Materials: Students' Archaeological Notebooks
"Clean" artifacts to be furnished by Jessica Hale

Special notes: Reserve the Family Living Room
Reserve one science lab for 3 days

Notes:

Lesson Plan
Step 3, Part 1
Days 6-8

Lesson Title: Cleaning and Analyzing the Vancouver Convention Center Artifacts

Lesson Focus Question: What do the artifacts look like when they are clean?

Time: 1.5 blocks or 3-55 minute class periods

Objectives:

1. Students will clean and examine different artifacts

Procedures:

See Part Three Analyzing the Vancouver Convention Center Artifacts

Assessments:

Informal: Observing the students as they work and discuss their artifacts.

Student: What do the artifacts look like when they are clean?

Formal: Going over each student's Artifacts Notebook. Points to be determined by the teacher.

Materials:

Furnished by CCMS

7 Fine screens or plastic tubs for sinks

Rulers

Furnished by TAH

Box of rubber gloves

8 sieves

8 wire brushes

8 toothbrushes

Tags

Special notes:

Reserve computer lab for tomorrow.

Notes:

Lesson Plan
Step 3, Part 2
Days 9, 10

Lesson Title: Analyzing and Grouping the Clean Artifacts

Lesson Focus Question: What are the artifacts and how should they be grouped?

Time: 1 block or 2 55-minute class periods

Objectives:

1. Students will attempt to put artifacts back together using masking tape
2. Students will analyze the clean artifacts and determine what each one is or part of

Procedures

3. Students will finish filling out their Artifact Notebook with the following information about each artifact:
 - A. Group:
 - Tools
 - Dishes
 - Food waste (bones or shells)
 - Metal
 - Bottles
 - Medicine
 - Drink
 - Other
 - Other
 - B. Identify by using
 - Field guide references included in the kit
 - Internet
 - Uses of the items
 - Labels or other marks on the artifacts

Assessments:

Informal:

1. Observing the students as they work together to group the artifacts
2. Observing the students as they use the various tools to identify the artifacts

Formal: Looking through the students' Artifact Notebooks to make sure that they have filled it out with all the needed information for each artifact.

Students: Explain the process that they used to clean the artifacts.

Materials:

Student Artifact Notebooks

Cleaned artifacts

Field guide references

Computers to access the Internet and the Clark County Historical database

Notes:

Lesson Plan
Step 3, Part 2
Day 11

Lesson Title: Drawing Conclusions about the People

Lesson Focus Question: What can you tell about the people during the 1870's through the 1920's by looking at the artifacts?

Time: One 55-minute class period

Objectives: Students will come to conclusions about the people of the 1870's -1920's.

Procedures:

1. Lay out all of the artifacts in their groups.
2. Using their Artifacts Notebook, students will go through all of the artifacts that have been cleaned and make observations about the groups of artifacts.
3. Students will then make inferences about each group of artifacts.
4. From the inferences, students will come to conclusions about the people that lived in the area from the 1870's through the 1920's.

Assessments:

Informal: Listen to the discussion about the observations, inferences and conclusions that students make during the activity.

Formal: Read the students' Artifacts Notebooks and assign points to be determined by the teacher.

Student: Can we make true conclusions about a group of people just by looking at the artifacts from that time period? Why or why not? Use information from your Artifact Notebook to back up your answer.

Materials:

Cleaned artifacts
Artifact notebooks
Archaeological notebooks

Special Notes:

Reserve computer lab for the next three days.

Notes:

Lesson Plan
Part 4, Day 12

Lesson Title: Introduction to James Fort (Jamestown)

Lesson Focus Question: What was James Fort and what is its connection to our history?

Time: One 55-minute class period

Objective: By using the web pages provided, students will understand that James Fort was an important part of our history.

Procedures:

Using the computer lab, students will

1. Go to my webpage and use the links I have listed to go to specific web pages.
2. Take notes in their Archaeological notebooks about the people of James Fort, including: names, occupations and important dates

During the last 10 minutes of class, discuss what students found out about James Fort and the people that lived there.

Websites:

James Fort (Jamestown) Timeline

http://www.google.com/search?q=Jamestown&hl=en&safe=active&client=firefox-a&hs=h3l&rls=org.mozilla:en&prmd=ivns&tbs=tl:1&tbo=u&ei=MIALTtDdBeXKiAKb9om1AQ&sa=X&oi=timeline_result&ct=title&resnum=12&ved=0CIQBEOcCMAs&biw=996&bih=582

History of James Fort http://www.preservationvirginia.org/rediscovery/page.php?page_id=6

History of James Fort <http://www.historywiz.com/exhibits/jamesfort.htm>

History of James Fort <http://ab.mec.edu/jamestown/jamesfort.html>

Assessments

Informal: Observe students as they take notes and discuss what they find on the web pages.

Student: Why is James Fort (Jamestown) important to our country?

Formal: Read through the students' Archaeological Notebooks to determine if students understand James Fort and its historical significance.

Materials:

Archaeological Notebooks

Notes:

Lesson Plan
Part 4, Day 13

Lesson Title: Examining James Fort (Jamestown) Artifacts

Lesson Focus Question: What do the James Fort Artifacts tell us about the people of James Fort?

Time: One 55-minute period

Objectives: Via the Internet, students will examine the uncovered artifacts from James Fort and make observations, inferences and come to conclusions about the life of the people of James Fort.

Procedures:

Students will:

1. Go to my webpage and open the links to the artifacts of James Fort
2. Make observations about different artifacts that are presented in their Archaeological Notebook
3. Make inferences about the artifacts and their use in their Archaeological Notebook
4. Come to conclusions about the people from the inferences that they have made about the artifacts in their Archaeological Notebook.
5. Present their observations, inferences to their archaeological dig group.

Websites:

Identifying articles from Jamestown

<http://www.youtube.com/watch?v=-AW6TerwiHo&feature=autoplay&list=ULiYhdpUfM0p8&index=8&playnext=1>

Excavating artifacts from well

<http://www.youtube.com/watch?v=TwwdRR9JES4&feature=Bfa&list=ULiYhdpUfM0p8&index=5>

Materials:

Computer lab

Archaeological Notebook

Assessments:

Informal: Observe the students' presentations and discussions with their archaeological group.

Student:

1. What do the James Fort Artifacts tell us about the people of James Fort?
2. Were your conclusions similar or different than other students' conclusions? Why do you think this happened?

Formal: Read the students' notebooks to determine if the students understand the concept of conclusions.

Lesson Plan Step 5, Day 14

Lesson Title: Beginning the Final Assessment: Comparing and Contrasting

Lesson Focus Question: Taking information from the artifacts, in which era would you have enjoyed living?

Time: two blocks or four 55-minute periods

Objectives:

1. Using their notes, students will fill out Student Handout 5.1, Comparing and Contrasting the people of Vancouver to the people of James Fort.
2. Students will use the information that they have learned in this project to write a paper explaining in which era they would have enjoyed living.
3. Students will present their decision to the class using any method they choose, including skits, PowerPoint, video, lecture, etc.

Procedures:

1. Give students Handout 5.1 Compare and Contrast the People of Vancouver to the People of James Fort. They will use their Archaeological and Artifacts Notebooks to do this assignment.
2. When students are finished, they will get back into their Archaeological group and discuss what they wrote. They may add any information on their handout if needed.
3. When all groups are finished, make a chart on the board and discuss their findings in a class discussion. Emphasize that students may add to their list. This information will be used in the final project.

Assessments

Informal: Observe students discussing their chart in groups. You can also do an informal assessment while discussing the charts in class.

Student: Answer the question: What is included when you compare? What is included when you contrast?

Formal: Check the students' charts to see if they understand compare and contrast.

Materials:

Class set Handout 5.1 Compare and Contrast the People of Vancouver to the People of James Fort
Archaeological notebook
Artifact notebook

Lesson Plan
Step 5, Day 15

Lesson Title: Culminating Project

Lesson Focus Question: Which era would I like to live in and why?

Time: 2-3 days, depending on how fast the class works

Objectives:

1. Students will compare and contrast the two eras, deciding which era they would like to live in.
2. Students will support their decision with information gained from the artifacts

Procedures:

1. Go over and discuss Student Handout 5.2: Vancouver to James Fort Final Project, with the students. Explain that they need to look at their notes they have taken and remember the discussions and decide which era they would like to live in, the 1600's or 1870's – 1920's.
2. Go over and discuss Student Handouts 5.3 and 5.4, explaining how their project will be scored.

Assessments will be done when you score the projects.

Materials:

Class set	Handout 5.2
Class set	Handout 5.3
Class set	Handout 5.4

New Brunswick Method of Analysis

- 1) **Let go of biases** Do a visual analysis using observations, measurement and descriptive words for texture, shape, size, color and weight.
- 2) **Record** what you see in your Artifact Notebook. Be detailed; do not leave out any small details. This includes everything from number 1.
- 3) **Use Supplementary Data** Compare and contrast similar objects that other groups have cleaned. See if there are matching or similar objects.
- 4) **Confirm** what you think about the artifacts by using resources from the kit or the Internet.

Practice Archaeological Dig

Materials

- ❖ 5 gallon buckets or large plastic containers (One for each group of 4)
- ❖ Assorted objects from one category or theme for each bucket: food preparation, tools, personal hygiene, school, toolkit, etc. (broken or partial items are fine) to be used as “artifacts”. (About 5 artifacts per bucket)
- ❖ Buckets with a toothbrush, trowel, whiskbroom, dustpan, ruler, Ziploc bags, Sharpie, pencil and a tray in each bucket. (One bucket for each group.)

Set-up

- 1) Assemble items to be buried (about 5 per bucket) and materials needed
- 2) Place about 3 inches of sand in bucket or container and moisten with water. Place two or three artifacts on this layer.
- 3) Add moistened sand and “artifacts” until there is about 6 inches of space left at the top. Add extra wet sand and close or cover the container to keep it damp and packed.
- 4) Put the buckets outside, with enough space between them for students to work in groups.

Questions for Students

- ❖ If an archaeologist thinks there are artifacts in a feature, how could he/she get them out?
- ❖ What tools would they use?
- ❖ How can an archaeologist keep track of the things they find, including where and how deep they were buried?
- ❖ What do scientists do to record their findings and keep the items organized?

Procedure for Teacher

BEFORE: Explain to students that they will have an example of a “feature” to work with. They will work in teams of 4 to carefully find and remove layers within each feature to discover “artifacts”. They will need to record detailed information about that feature both before digging and while digging and recovering “artifacts”. This part of the activity should take about 30 minutes.

AFTER: Students need to look at the “artifacts” they found, make observations about each “artifact”, then make an inference about that “artifact” and finally come to a conclusion about the “artifacts” in their feature. All of this information needs to be written down in their Archaeological Notebook.

Conclusion:

Discuss with the class how the dig went and what conclusion they came to about the “artifacts” in their feature. Then have the students make a conclusion about the complete “dig”.

Notes

Project Guidelines

Student Handout 1.1

Introduction

Archaeology is “the scientific study of historic or prehistoric peoples and their cultures by analysis of their artifacts, inscriptions, monuments, and other such remains, especially those that have been excavated.”¹ Historical archaeology is a combined study of history, defined as “the study of the material remains of past societies that also left behind some other form of historical evidence.”² This historical evidence includes, but is not limited to, artifacts, which are defined as “a handmade object, as a tool, or [the](#) remains of one, as a shard of pottery, characteristic of an earlier [time](#) or cultural stage, especially such an object found at an archaeological excavation.”³

During the next two weeks you have the opportunity to learn about archaeology and become an Historical Archaeologist as you view archaeologists and 1600’s era artifacts from James Fort and artifacts from the 1870’s through the 1920’s that were discovered during the construction of the Vancouver Convention Center (VCC) in 2004. As you look at the two eras of artifacts you will use observations and research to compare and contrast their manufacture and usage.

Objectives

The objective of this project is to submit a research paper and give a class presentation, which addresses the guiding question.

Guiding Question:

“How was life the same and/or different in the 1600’s from life in the 1870’s through 1920’s in Vancouver?”

The guiding question will be further limited by choosing a position from which you will compare and contrast the two eras, such as political, economic, religious, social, intellectual or artistic perspective.

Example: The artifacts are whiskey bottles, which have been found in both archaeological digs. The compare and contrast question would be: What are the social issues surrounding the production and drinking of alcoholic beverages in the 1600’s compared to those issues surrounding the production and drinking of alcoholic beverages in the 1870’s through the 1920’s?

The following are generic guidelines for completing the research paper and the class presentation. Specific guidelines will be given later. (See Project Calendar below)

Research paper: A two to three-page paper that addresses the guiding question

Class presentation: A 1-2 minute class presentation that addresses the guiding question and is focused on comparing and contrasting the two eras

Student Artifacts

Student Handout 1.2

¹ <http://dictionary.reference.com/browse/history> accessed July 12, 2011

² <http://dictionary.reference.com/browse/history> accessed July 12, 2011

³ <http://dictionary.reference.com/browse/history> accessed July 12, 2011

Artifacts can teach us a lot about history. Artifacts can also give us information about the present, which could allow us to make predictions for the future. Using artifacts we can get to know a person by learning about their family, friends, hobbies, important events, education, etc. What could we learn about you if we examined a few of your own artifacts?

Directions:

1. Select 5 - 6 artifacts that give information about you and put them in the paper bag that you were given. (These artifacts cannot be pictures or have any personal identification marks on them.)
2. Write a 1-2 paragraph explanation about how these artifacts are connected to you. Your name needs to be included.
3. **Do not show nor tell anyone what you have in your bag.**
4. The artifacts must fit in the bag and not be put in your backpack.
5. Give your teacher your bag as soon as you get to school. **Do not carry them around.**
6. Your teacher will number the bags.

Activity:

1. Get out your Archaeological Notebook and date the next clean page for today's date.
2. Divide two pages (front and back) into three columns: artifact, observations, and inferences.
3. You will be given a bag of artifacts with a number on it.
4. Take an artifact out of the bag.
5. Examine the artifact; be careful not to damage it.
6. Make at least five observations and at least one inference about the artifact.
7. Continue to take each artifact out of the bag one at a time.
8. Make at least 5 observations and at least one inference about each artifact in the bag.
9. From your inferences, write a one-paragraph conclusion about what you learned about that person.
10. Remember, you will be reading your observations, inferences and conclusions to the class, which includes the owner of the artifacts.
11. **These artifacts belong to a person in this room. Please treat them with care and respect the owner with your observations and conclusions.**

Conclusion:

1. You will share your observations, inferences and conclusion that you have made about the artifacts and person to the class.
2. Explain how you came to your conclusion.
3. The person will read their explanation about how the artifacts are connected to themselves.
4. In your notebook answer the following:
 - a. How are your conclusion and the person's description similar?
 - b. How is it different?
 - c. Why?
 - d. What could have given you more information about the person besides pictures?
5. In your notebook, answer the question: How do archaeologists use artifacts to learn about people and their lives?

September , 2011

Dear Parents,

Your student is embarking on a fascinating study of archaeology, which will include the James Fort (Jamestown, Massachusetts) Dig with artifacts dating back to the 1600's and the Vancouver Vancouver Convention Center Dig with artifacts from the 1870's through 1920's. Students will be comparing and contrasting the artifacts from these two digs to draw conclusions about how life was the same and different in these two eras. An exciting part of this project is that students will get to actually clean and cross-mend some of the artifacts that were discovered at the Vancouver Dig and then classify them for future use by other students.

To help students understand what artifacts are and how they give information about people and their lives, I am requesting that your student bring in five or six important "artifacts" that give information about your student's life. These "artifacts" cannot include pictures or identifying marks that would give away your student's identity as another student examines the "artifacts". Your student has been given a brown paper bag for his/her "artifacts".

After gathering the "artifacts", your student needs to write a short description of how the "artifacts" connect to your student. This description will be compared to the observations, inferences and conclusions that another student makes from your student's "artifacts".

These "artifacts" should be important to the student and give information about him/her. Examples of "artifacts" could be a baseball/softball glove, softball or baseball, ticket stub to a Seahawks' game, which together would show that your student enjoys sports. Please do not include anything that is fragile. Remember, there cannot be any identifying marks that would give away your student's identity. All five or six "artifacts" must fit into the brown paper bag that was your student was given.

Students must bring their bag of "artifacts" to school by Thursday, and they must take their bag home Thursday after school.

By the end of this project students will have had an incredible opportunity to see first hand what people used during the 1870's -1920's. Many other students throughout the area will use the artifact kit that will be put together in this project.

Thank you for your help in this assignment.

Pete Forgey

8th Grade Language Arts/Social Studies Teacher

Practice Archaeological Dig

Student handout 2.2

Names of students in your group (first and last names)

Fill in the chart below about your dig. Be very detailed in your descriptions.

1. Size of Dig (in square centimeters) _____
2. Type of top material _____

Artifact and tag number	Tag Number	Group	Identification
Depth where found			
Type of material where found			
Detailed measurements of artifact in cm or mm weight in grams			
Detailed description of artifact, include texture, shape, color, writing or inscriptions, drawings, etc			
Other important information			

Detailed drawing:

Artifact and tag number	Tag number	Group	Identification
Depth where found			
Type of material where found			
Detailed measurements of artifact in cm or mm weight in grams			
Detailed description of artifact, include texture, shape, color, writing or inscriptions, drawings, etc			
Other important information			

Detailed drawing

Artifact and tag number	Tag number	Group	Identification
Depth where found			
Type of material where found			
Detailed measurements of artifact in cm or mm weight in grams			
Detailed description of artifact, include texture, shape, color, writing or inscriptions, drawings, etc			
Other important information			

Detailed drawing

Artifact and tag number	Tag number	Group	Identification
Depth where found			
Type of material where found			
Detailed measurements of artifact in cm or mm weight in grams			
Detailed description of artifact, include texture, shape, color, writing or inscriptions, drawings, etc			
Other important information			

Detailed drawing

Artifact and tag number	Tag number	Group	Identification
Depth where found			
Type of material where found			
Detailed measurements of artifact in cm or mm weight in grams			
Detailed description of artifact, include texture, shape, color, writing or inscriptions, drawings, etc			
Other important information			

Detailed drawing

Artifact and tag number	Tag number	Group	Identification
Depth where found			
Type of material where found			
Detailed measurements of artifact in cm or mm weight in grams			
Detailed description of artifact, include texture, shape, color, writing or inscriptions, drawings, etc			
Other important information			

Detailed drawing

Vancouver Convention Center Artifacts

Names of students in your group (first and last names)

Fill in the chart below about your dig. Be very detailed in your descriptions.

Artifact and tag number	Tag number	Group	Identification
Detailed measurements of artifact in cm or mm weight in grams			
Detailed description of artifact, include texture, shape, color, writing or inscriptions, drawings, etc			
Other important information			

Detailed drawing:

Artifact and tag number	Tag number	Group	Identification
Detailed measurements of artifact in cm or mm weight in grams			
Detailed description of artifact, include texture, shape, color, writing or inscriptions, drawings, etc			
Other important information			

Detailed drawing:

Artifact and tag number	Tag number	Group	Identification
Detailed measurements of artifact in cm or mm weight in grams			
Detailed description of artifact, include texture, shape, color, writing or inscriptions, drawings, etc			
Other important information			

Detailed drawing:

Artifact and tag number	Tag number	Group	Identification
Detailed measurements of artifact in cm or mm weight in grams			
Detailed description of artifact, include texture, shape, color, writing or inscriptions, drawings, etc			
Other important information			

Detailed drawing:

Artifact and tag number	Tag number	Group	Identification
Detailed measurements of artifact in cm or mm weight in grams			
Detailed description of artifact, include texture, shape, color, writing or inscriptions, drawings, etc			
Other important information			

Detailed drawing:

Artifact and tag number	Tag number	Group	Identification
Detailed measurements of artifact in cm or mm weight in grams			
Detailed description of artifact, include texture, shape, color, writing or inscriptions, drawings, etc			
Other important information			

Detailed drawing:

Artifact and tag number	Tag number	Group	Identification
Detailed measurements of artifact in cm or mm weight in grams			
Detailed description of artifact, include texture, shape, color, writing or inscriptions, drawings, etc			
Other important information			

Detailed drawing:

Artifact and tag number	Tag number	Group	Identification
Detailed measurements of artifact in cm or mm weight in grams			
Detailed description of artifact, include texture, shape, color, writing or inscriptions, drawings, etc			
Other important information			

Detailed drawing:

Artifact and tag number	Tag number	Group	Identification
Detailed measurements of artifact in cm or mm weight in grams			
Detailed description of artifact, include texture, shape, color, writing or inscriptions, drawings, etc			
Other important information			

Detailed drawing:

Artifact and tag number	Tag number	Group	Identification
Detailed measurements of artifact in cm or mm weight in grams			
Detailed description of artifact, include texture, shape, color, writing or inscriptions, drawings, etc			
Other important information			

Detailed drawing:

Artifact and tag number	Tag number	Group	Identification
Detailed measurements of artifact in cm or mm weight in grams			
Detailed description of artifact, include texture, shape, color, writing or inscriptions, drawings, etc			
Other important information			

Detailed drawing:

Artifact and tag number	Tag number	Group	Identification
Detailed measurements of artifact in cm or mm weight in grams			
Detailed description of artifact, include texture, shape, color, writing or inscriptions, drawings, etc			
Other important information			

Detailed drawing:

Artifact and tag number	Tag number	Group	Identification
Detailed measurements of artifact in cm or mm weight in grams			
Detailed description of artifact, include texture, shape, color, writing or inscriptions, drawings, etc			
Other important information			

Detailed drawing:

Artifact and tag number	Tag number	Group	Identification
Detailed measurements of artifact in cm or mm weight in grams			
Detailed description of artifact, include texture, shape, color, writing or inscriptions, drawings, etc			
Other important information			

Detailed drawing:

Cleaning and Analyzing the Vancouver Convention Center Artifacts

You are now going to clean and examine the Vancouver Convention Center artifacts. This process is very detailed with special care being taken while handling the artifacts. Please follow the following steps and directions very carefully. Remember, other students who will be using the artifact kit we are making will examine your work.

Assign a job to each person: (These jobs may rotate every 25 minutes.)

1. Task Master/Timekeeper
2. Note Taker
3. Measurer
4. Cleaner

Things to remember during the cleaning of the artifacts:

1. **Stay in your group**
2. Always keep the screen over the drain in the sink. The ONLY thing to go down the sink should be dirty water.
3. Always wear rubber gloves when handling artifacts.
4. Be extremely careful with glass and metal items. They can cut or scratch you.
5. **Stay in your group**
6. If you get cut or scratched through your rubber gloves, please let me know as soon as it happens.
7. Be very detailed in your cleaning. When you finish, the artifact should be as clean as possible.
8. Fill out the chart for each item as you work with it.
9. Label each artifact with your group number
10. **Stay in your group**
11. Work on only one artifact at a time.
12. When you finish cleaning and recording one artifact, set it aside to dry and get another out of the box until all artifacts are clean and recorded.

Finish each day by:

1. Washing all tools
2. Setting the tools aside to dry
3. Cleaning the sink thoroughly
4. Making sure each artifact is labeled
5. Carefully put each dry artifact in the clean box
6. Making sure your Artifact Notebook is completely filled out for each artifact
7. Putting all tools away in the proper box
8. **It is the Task Master's job to make sure that the above steps are completed**

[illegible][illegible]

Vancouver to James Fort Final Project

The final project for the Vancouver to James Fort unit will consist of two parts:

1. A 2-3 page paper explaining in which era, the 1600's or from 1870's to 1920's would have liked to live.
2. 1-2 minute presentation explaining your choice to the class in one of the following ways:
 - A. Lecture/reading your paper
 - B. Skit
 - C. Video
 - D. PowerPoint
 - E. Newspaper
 - F. Interview
 - G. Letters back and forth
 - H. Presentation Board
 - I. Comic Strip
 - J. Other

The paper must:

1. Discuss at least five artifacts from each era and how they were used
2. Discuss why you would like to live in that particular era.
3. Discuss why you would not like to live in the other era.
4. Give an overall impression about the era you choose to live in.

Specifics of paper:

- a. Be between 2-3 pages long (No shorter than 2 complete pages, no longer than 3 complete pages.
- b. Have 1 inch margins all around
- c. Be double-spaced
- d. Be in Ariel or Times New Roman. 12 font

The presentation must:

1. Grab the attention of your audience.
2. Be original.
3. Include discussion of at least three artifacts from each era.
4. Be clear about why you chose that era to live.
5. Be clear about why you did not choose the other era.
6. Be no shorter than one minute and no longer than two minutes

Assessments

1. Using the following scoring rubric, both student and teacher will score the paper and presentation.

Scoring Rubric for Paper

Paper is turned in on time. 10 points				Paper is not turned in on time. 0 Points
5 points	4 points	3 points	2 points	1 point
Discusses 5 artifacts from the Vancouver Dig	Discusses 4 artifacts from the Vancouver Dig	Discusses 3 artifacts from the Vancouver Dig	Discusses 2 artifacts from the Vancouver Dig	Discusses 1 artifact from the Vancouver Dig
Discusses 5 artifacts from James Fort	Discusses 4 artifacts from James Fort	Discusses 3 artifacts from James Fort	Discusses 2 artifacts from James Fort	Discusses 1 artifact1 from James Fort
Gives complete, reasonable reasons with support why she/he would like to live in the era that was chosen.	Gives complete reasonable reasons why she/he would like to live in the era that was chosen.	Gives only one reasonable reason why she/he would like to live in the era that was chosen.	Gives only one reason why she/he would like to live in the era that was chosen	Reason(s) are not complete or reasonable.
Gives complete, reasonable reasons with support why she/he would not want to live in the era that was not chosen.	Gives complete reasonable reasons why she/he would not like to live in the era that was not chosen.	Gives only one reasonable reason why she/he would not like to live in the era that was not chosen.	Gives only one reason why she/he would not like to live in the era that was not chosen	Reason(s) are not complete or reasonable.
Gives a clear, descriptive picture of the era that was chosen.	Gives a clear picture of the era that was chosen.	Gives a picture of the era that was chosen.	Picture of the era that was chosen is not clear or descriptive.	No description of the era is given.
Paper is written in Ariel or Times New Roman in size 12 font.	Paper is written in Ariel or Times New Roman, but not size 12 font.	Paper is in size 12 font, but not Ariel or Times New Roman	Paper is not in 12 font nor Aries or Times New Roman.	
Capitalization is correct throughout the paper.	1-3 capitalization mistakes.	4-6 capitalization mistakes.	7-10 capitalization mistakes.	More than 10 capitalization mistakes.
Punctuation is correct throughout the paper.	1-3 punctuation mistakes.	4-6 punctuation mistakes	7-10 punctuation mistakes	More than 10 punctuation mistakes.
Spelling is correct throughout the paper.	1-3 misspelled words	4-6 misspelled words	7-10 misspelled words	More than 10 misspelled words.
Paper is between two to three complete pages.				Paper is less than two or more than three complete pages

Scoring Rubric for Presentation

Presentation is on time 5 points				Presentation is not on time. 0 points
5 points	4 points	3 points	2 points	1 point
Presentation mentions at least three artifacts from the Vancouver Dig		Presentation mentions two artifacts from the Vancouver Dig		Presentation mentions only one artifact from the Vancouver Dig
Presentation mentions at least three artifacts from the James Fort Dig		Presentation mentions two artifacts from the James Fort Dig		Presentation mentions only one artifact from the James Fort Dig
Presentation clearly shows which era was chosen and why	Presentation shows which era was chosen and why	Presentation shows which era was chosen, but not why	Presentation does not clearly show which era was chosen.	Presentation is confusing.
Presentation clearly shows which era was not chosen and why	Presentation shows which era was not chosen and why	Presentation shows which era was chosen, but not why.	Presentation does not clearly show which era was not chosen.	Presentation is confusing.
Presentation is very creative and grabs everyone's attention	Presentation is creative.	Presentation has some creativity	Presentation has very little creativity	Presentation is not creative at all.
Presentation is 1-2 minutes long		Presentation is longer than two minutes		Presentation is shorter than one minute.