

# Contents



The Premise .....	1
A Word to the Teacher .....	2
1. Rationale for Self-directed Learning .....	3
2. The Format .....	6
3. Suggested Readings .....	7
4. The Interest Development Centre .....	8
5. Getting Started .....	9
6. The Unit: ARCHAEOLOGY	
UNIT I: Prep to Year Three .....	11
Suggestions for Adapting the Unit .....	20
UNIT II: Years Four to Eight .....	21
Bibliography .....	39
7. Exploring the Arts .....	40

# A Word to the Teacher



## Archaeology

Archaeology, still a young study, is a combination of science, detective work and infinite patience. It is a careful and knowledgeable fitting together of the fascinating puzzle of human history on our planet.

The interest in piecing together this puzzle is centuries old, and many cultures have contributed to the knowledge we have of who and what came before us. In 500 BC., King Nabonidus of Babylon restored the 1,500 year-old Ziggurat of Ur. During the Renaissance years, the old statues of Greece and Rome were saved. These collections formed the beginnings of the British Museum in London and the Louvre in Paris. Napoleon and his archaeological experts collected relics that found their way to the Egyptian Institute in Cairo. From time to time, careful notes had been taken, correct and incorrect assumptions were made . . . gradually what began as a curiosity, developed into a careful method of exploration into the often fragile remains of the past.

Today, the study continues. The science has become almost an art. Specialists of all kinds are needed on a full-scale archaeological dig. As recently as 1978, 7,500 life-size pottery figures, dated from 210 BC. were unearthed in China. The excavation of the 2,000 year old Pompeii continues today. "The archaeologist," said Sir Mortimer Wheeler, "is not digging up *things*, he is digging up *people*." People whose lives may parallel our own in some ways . . . and whose cultures may give us insight into better directions for our

# Interest Development Centre



## Archaeology

The purpose of the Interest Development Centre is to stimulate interest in the topic area. The student needs time for browsing and investigation for maximum benefit.

(Beginning ideas . . . you and your students will think of more . . . let parents and other teachers know about the Centre and it will grow without effort.)

### BOOKS, VIDEOS, POSTERS OF:

#### METHODS OF DATING

i.e. Carbon 14, Dendrochronology

#### EARLY TOOLS

#### THE GREAT WALL OF CHINA

#### ARTEFACTS OF ANCIENT CULTURES

FAMOUS RUINS...and ruins in your  
community

#### ARCHAEOLOGICAL DIGS

#### TOOLS OF THE ARCHAEOLOGIST

#### BIOGRAPHIES OF ARCHAEOLOGISTS

#### RELIGIONS OF ANCIENT CIVILISATIONS

#### MYTHS AND LEGENDS

i.e. Lost Cities,

Machu Picchu, Stonehenge

#### PALEONTOLOGY

#### GEOLOGY

#### GRAFFITI

#### HIEROGLYPHICS

#### VOLCANOES

#### PYRAMIDS

#### THE ROSETTA STONE

FOSSILS, real or replicas

SLICE OF A TREE

MAPS, GLOBES

ARCHAEOLOGICAL TOOLS

POTTERY SHARDS

ARTEFACTS OF ANCIENT CIVILISATIONS (replicas are fine!)

ARCHAEOLOGICAL JOURNALS

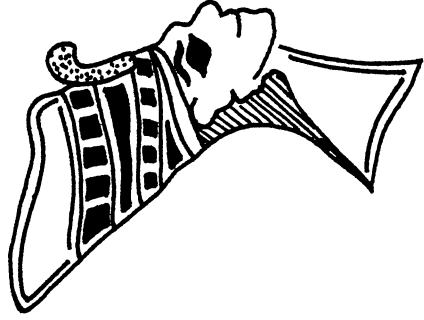
COPIES OF NATIONAL GEOGRAPHIC

COPIES OF EARTHWATCH PUBLICATIONS

INFORMATION FROM THE ARCHAEOLOGY DEPARTMENT OF A  
UNIVERSITY

NEWS CLIPPINGS OR MAGAZINE ARTICLES TELLING OF RECENT FINDS

# 1. Research and Report



🗝️ Research the Big-Stone People of Ancient Peru.

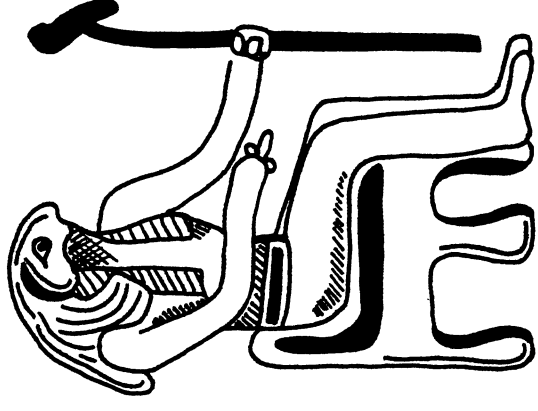
🗝️ Find out what you can about the Valley of the Kings.

🗝️ Find out about the Sumerians of Ur.

🗝️ Learn about the Rosetta Stone.

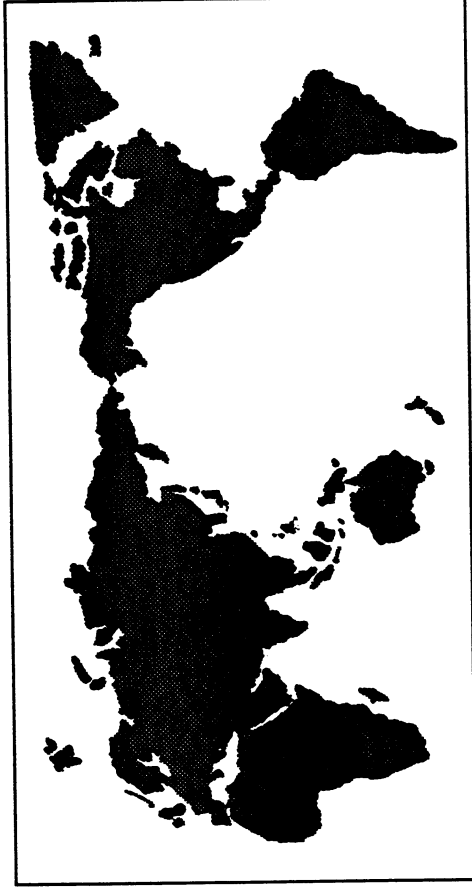
🗝️ Show what you learned about one of these in a

- Chart
- Mural
- Booklet



## 2. Maps

Find a map of the world.



Locate these archaeological sites.

- Big-Stone People
- Sumerians of Ur
- Rosetta Stone
- Valley of the Kings

(Get help if you need it!)