

ACTIVITY TITLE: *Investigation to Interpretation*

LEVEL:
 Year 7

YEAR LEVEL FOCUS:
 The Ancient World

KEY CONCEPTS:
 Evidence, continuity and change,
 cause and effect, perspectives,
 empathy, significance and
 contestability

**LENGTH of
 ACTIVITY:**
 75 minutes

**HISTORICAL KNOWLEDGE and
 UNDERSTANDING:**

- How historians and archaeologists investigate history, including excavation and archival research
- The range of sources that can be used in an historical investigation, including archaeological and written sources

HISTORICAL SKILLS:

- Chronology, terms and concepts
- Analysis and use of sources
- Explanation and communication
- Perspectives and interpretation
- Historical questions and research

ACHIEVEMENT OUTCOMES: *Students are able to:*

- Suggest reasons for change and continuity over time
- Identify past events and developments that have been interpreted in different ways
- Sequence events and developments within a chronological framework, using dating conventions to represent and measure time
- Identify and select a range of sources, and locate, compare and use information to answer inquiry questions
- Examine sources to explain points of view
- When interpreting sources, they identify their origin and purpose
- Develop texts, particularly descriptions and explanations
- Use historical terms and concepts, incorporate relevant sources, and acknowledge their sources of information

LINKS to OTHER LEARNING AREAS:

- English
- Science
- Art

LESSON	ACTIVITY	RESOURCES & MATERIALS
<p>On-Site Activity</p>	<p><i>From Investigation to Interpretation</i></p> <p>✓ <i>It is suggested that students have a basic understanding of the work of archaeologists and historians. This can be gained through completion of the pre-visit lesson plan.</i></p> <p>Introduction</p> <ul style="list-style-type: none"> This activity will involve an exploration of the work of heritage professionals and how this work contributes to our knowledge and understanding of history. In both the on-site activity and the post-visit classroom lesson, students will discover what the Cascades Female Factory can tell us about how people lived in the past through hands-on activities in which they will carry out the real day-to-day work of archaeologists and historians. <p>Archaeology Activity</p> <ul style="list-style-type: none"> Students will begin the session by examining a real dig site and recording its features Students will learn about strata by examining a 'stratigraphy jar' and making their own to take back to the classroom <p>Artefact Activity</p> <ul style="list-style-type: none"> Students will discover how we can uncover the past through examining artefacts Students will observe and analyse a collection of artefacts which have been found at the Female Factory <p>Document Activity</p> <ul style="list-style-type: none"> Students will discover the important role of documents in investigating history Students will observe and analyse a collection of historical documents and will group these into primary and secondary source categories. 	<p>Resources Provided by the Cascades Female Factory Historic Site</p>

LESSON	ACTIVITY	RESOURCES & MATERIALS
<p>Pre-Visit Classroom Lesson</p>	<p>Introduction to Archaeology</p> <p>The following activities have been designed to prepare students for the on-site 'From Investigation to Interpretation' activity.</p> <p>Research</p> <p>Students use research skills to find answers to the following:</p> <ul style="list-style-type: none"> ○ What does the word archaeology mean? ○ What is archaeology the study of? ○ Name four fields of archaeology and find an image which represents each one. ○ Find definitions for the following words and terms: artefact, site survey, excavation, stratigraphy. <p>Discuss</p> <p>Students hold a class discussion:</p> <ul style="list-style-type: none"> ○ Download the 'World Heritage in Young Hands' resource kit from http://whc.unesco.org/en/educationkit/. The chapter titled 'The World Heritage Convention' provides information and resources for a class discussion of the concepts of heritage and world heritage. Student Activities 2 and 3 are a good starting point for students to begin thinking about these concepts. ○ Discuss with students why they think the Cascades Female Factory is an important heritage site, and what they expect to see there. <p>Pose Questions</p> <p>Students develop their inquiry skills:</p> <ul style="list-style-type: none"> ○ To prepare students for their investigation of the Female Factory, ask them to consider some questions that they would like answered about the history of the site, or about the ways in which heritage professionals, such as archaeologists and historians, work to uncover that history. Students may wish to brainstorm a personal list, or a list for the whole class. ○ While at the Female Factory, students should seek out the answers to these questions. Answers may be found by asking a guide, reading a document or simply by paying close attention to the site and the activities. You may wish to review these questions and the answers that students discovered when back in the classroom. 	<p>Library Research</p> <p>UNESCO downloadable education kit</p>

LESSON	ACTIVITY	RESOURCES & MATERIALS
<p>Post-Visit Classroom Lesson</p>	<p>Recall Activity</p> <ul style="list-style-type: none"> • Students are led in a discussion about their experiences at the Cascades Female Factory. Recall questions could include: <ul style="list-style-type: none"> ○ What types of information have archaeologists and historians discovered about the Female Factory? ○ What were some of the features that you identified at the dig site? ○ What types of artefacts did you see and what do they tell you about how the Female Factory was used in the past? ○ What are some of the types of historical documents you saw? ○ What is the difference between a primary and a secondary source? <p>Design an Exhibition</p> <ul style="list-style-type: none"> • Students work in small groups to develop an exhibition of artefacts, using a theme of their choice. • Each group must select 5 artefacts which relate to their chosen theme, and collect images for each. • Students then write a one-page introductory text panel that introduces the exhibition theme and provides some background information. The group should also come up with a title for their display. This task will require internet and library research. • Each group member then selects an artefact and writes an individual text panel for that artefact which includes the name of the object, its size, its origin, the time period it originated in, and its common use. • Groups then create a poster, diorama or virtual museum to display their exhibition in the classroom. Groups may elect to use additional images to illustrate their exhibition. 	<p>Art Materials</p> <p>Internet Access</p>