

DRAFT

EDSS 200: Teaching Archaeology K-12

University of Vermont

Education Department

Credits: 3

Instructor: Scott A. McLaughlin, 183 Plains Road, Jericho, Vermont; 802-899-4036 (7am-9pm),
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Meeting dates and times: July 5-August 4, MWF, 5:30 - 8:30 pm

Location:

Office hours: By appointment only

Course Description:

Archaeology is about discovery, making it an excellent tool to get students in grades K-12 interested in learning. The field of archaeology can enhance courses and become an integral part of the curricula because of its multidisciplinary nature. Archaeology is the study of past human achievements in all areas of thought and expression. This course provides elementary and secondary school teachers with the knowledge and skills necessary to incorporate archaeology into their curriculum while meeting the required Vermont educational standards.

A major part of this course is a service-learning project completed in partnership with the Vermont Division for Historic Preservation (VDHP) and Vermont Archaeological Society (VAS). Working with Giovanna Peebles, Vermont's State Archaeologist, and members of the VAS Education Committee, students will develop a handbook for educators. The resources collected and lesson plans created by students will be posted on the internet and made available in time for Vermont Archaeology Month (VAM) in September 2006.

Learning Goal:

The content of this course is intended to provide students with the necessary skills and knowledge to evaluate and develop Vermont standards-based activities and curricula that involve archaeological theory, methods, and data for their classroom use.

Course Objectives:

From the Lectures and Readings – After a brief overview of the field of archaeology, we will discuss and read about the use of archaeological principles and practices in primary and secondary education. Based on their own experiences in the classroom, students will conduct a review of the current curricula used throughout the English-speaking world that incorporates archaeology in the classroom. We will discuss the advantages and disadvantages of the existing programs.

Creating a Teacher's Resource – Using the obtainable archaeological curricula as models, we will create, as a class, a handbook for Vermont teachers who wish to explore using archaeology in their classroom. The focus of the handbook will depend upon the interests and teaching experiences of the students. The handbook will contain examples of exercises; an annotated bibliography of books, websites, and articles; a list of potential local fieldtrips and programs; and suggestions for curricula that meet the education standards for Vermont.

Attendance Expectations:

Attendance is essential to your success in this class. Since the class meeting is three hours in length, (equivalent to a week's worth of work during the regular semester), missing even one class in the course can make a noticeable difference in what you gain from the class. Your participation in classroom activities does make a difference in your success, as well as that of the other students in the course. Participation in the class discussions and the in-class exercises are major portions of your grade. If you cannot attend class for some reason, please contact me beforehand and arrange to make up any missed work. You should also be aware that missing more than three classes might

jeopardize your chances of getting a satisfactory grade. A pattern of late arrival or early departure will also affect your performance, as well as that of other students in the class.

Contributions in Class:

Participation in discussions and the in-class exercises is mandatory to get the full benefit from this course. I expect everyone to speak and participate in class. Much of what you will gain from this class will come out of the hands-on activities and working as a group.

Late Assignments:

Due to the intensity of this course, all assignments must be completed on time. Please budget your time wisely. However, unforeseen issues will arise and you may find yourself unable to complete an assignment. Please notify me immediately of this situation if it occurs. Since this course builds upon previous lecture material, discussions, and in-class exercises, all missing or incomplete work will have to be fulfilled shortly after it was originally due.

Academic Honesty & Professionalism:

I expect all students in this class to be committed to honesty and excellence in their academic work. Being unaware of what constitutes academic dishonesty (such as not knowing what plagiarism is) does not absolve you from the responsibility of being honest in your academic work. I suggest you read and make sure you understand the section on academic honesty in the UVM Code and Student Handbook. If you have any questions after reading the code, please contact another UVM professor, the Provost's Office, the Office of Judicial Affairs, or me.

In this course, you will receive no credit for work that is the result of academic dishonesty. If you violate the academic code of honesty, I will send you and the Coordinator of Academic Honesty a written report of the alleged offense. I will consult with you about the wrongdoing and suggest a sanction. If you agree that the sanction is both deserved and appropriate, a letter from us, outlining the recommended disciplinary action, will be sent to the Coordinator. The Coordinator will contact you to discuss the offense and sanction. If you believe that you have been unjustly accused or believe that the punishment I suggest is unreasonable, you may request a hearing from the Coordinator.

How to Avoid Academic Dishonesty:

- Read and make sure you understand the section on academic honesty in the UVM Code and Student Handbook.
- Keep track of all your sources when conducting research.
- Take careful notes and make it clear what is a direct quotation, a paraphrase, or another person's idea.
- Follow a conventional system of documentation (i.e., footnotes, endnotes, bibliography).
- Understand when and how to appropriately cite sources within a paper or presentation.
- Always double-check your work to avoid making errors.
- Reread the section on academic honesty in the UVM Code and Student Handbook before submitting your work for grading. Search for areas where you might have accidentally violated the code in any way.
- Before you submit any work for grading, ask for assistance in evaluating your work in the area of academic honesty from a UVM professor or advisor.

Required Texts:

Copies of the required texts and additional reading materials are available at the Bailey/Howe Library Reserve desk or on their website (<http://library.uvm.edu/> click on Reserve in upper right corner of the screen). Additional materials are also posted on the WebCT site for the class (<https://www.uvm.edu/webct/>).

McLaughlin, Scott A. 2005. *Canalers Afloat: The Champlain Waterway's Unique Maritime Community, 1819-1940: An Education Curriculum for Grades PreK-8*. Vergennes, Vermont: Lake Champlain Maritime Museum. ISBN 0-9641856-6-0

Panchyk, Richard. 2001. *Archaeology for Kids: Uncovering the Mysteries of Our Past: 25 Activities*. Chicago, Illinois: Chicago Review Press. ISBN 1-55652-395-5

Smith, Shelley J., Jeanne M. Moe, Kelly A. Letts, and Danielle M. Paterson. 1996. *Intrigue of the Past: A Teacher's Activity Guide for Fourth through Seventh Grades*. Washington, DC: United States Department of the Interior, Bureau of Land Management.

Sutton, Mark Q., and Robert M. Yohe, II. 2006. *Archaeology: The Science of the Human Past*. 2nd ed. Boston: Allyn & Bacon. ISBN 0-205-45540-9

White, John R. 2005. *Hands-on Archaeology: Real-Life Activities for Kids*. Waco, Texas: Prufrock Press. ISBN 1-59363-162-6

Electronic Submissions/Internet Use:

- All handouts and PowerPoint presentations given in class as well as student's grades will be posted on WebCT (<https://www.uvm.edu/webct/>).
- All homework assignments can be submitted in person or by email to my UVM email account at Scott.McLaughlin@uvm.edu. If you do not receive an email from me stating that I have received your assignment, please bring a copy of your work to the following class.

Assignments:

Show and Tell

For each class, students must make a photocopy of an example of a classroom activity or lesson plan that incorporates archaeological techniques or principles. I will maintain a list of resources on our class WebCT website so that students do not duplicate materials. The examples you bring to class can be found on the internet or in other resources. The copies you bring to class will serve as a resource for your classmates as well as educators throughout Vermont. Following the class, the accumulated material will be stored at the office of the Vermont State Archaeologist.

Reflection Journal

An essential element for student learning is written and oral reflection on the course material and experiences. To have an experience is not enough to ensure learning; you need to intentionally and thoughtfully reflect upon the experience and what you learned from it to ensure that learning occurs. So you will write a journal entry following each class and several during class. The entry can consist of lists, drawings, diagrams, and written narratives. Make sure to include within the first line your name, date, and a subject(s) that you are discussing. The narrative portion of your journal entry should be more than 250 words. These journal entries, which should number at least ten, are opportunities for you to think through the process discussed or conducted in class and reflect on its applicability for your classroom setting. Think about how you might modify or enhance the exercise to meet your educational needs. Periodically, you will be asked to share your journal entries with your classmates. I will collect the journals twice during the course.

Quizzes

The quizzes consist of questions expecting short narrative answers. Each quiz has four questions that address the major topics of the previous week.

Archaeology Lesson Plans

During the course, we will be working with the Vermont Division for Historic Preservation and the Vermont Archaeological Society to provide suggestions for ways in which archaeology can be incorporated into Vermont's primary and secondary classrooms. The information collected and evaluated during this course will be posted on their respective webpages. The most significant contribution that we will make is the development of sample lesson plans. Each student is expected to write one archaeology lesson plan that will be a contribution to a multidiscipline handbook for Vermont educators. The focus, length, format, and style of the lesson plans will be determined by the student's interests and teaching goals.

Contribution of Each Assignment:

At the beginning of each week of the course, I will give a quiz on the material covered since the previous quiz. Most classes, however, will begin with a show and tell of what students found on the internet or in other resources for archaeology classroom activities or lesson plans. Then we will have a discussion regarding your reflections on the content of the previous class. Following this, I will present a lecture on the reading material assigned for the day. After the lecture, you should be prepared to discuss the content of the reading assignment and lecture. You will then conduct an in-class group exercise. You will have to make up any missed exercises or quizzes. In addition, you will have to write one archaeology lesson plan for the term project. You will present your lesson plan to the class and the project partners in a brief oral presentation on the last day of class. There will be no final exam in this course.

Course Assignments		Grading System	
<u>In-class Exercises (10)</u>		966-1000	A+
participation (10 @ 10 pts each)	100	933-965	A
journal entries (10 @ 20 pts each)	200	900-932	A-
show and tell (10 @ 10 pts each)	100	866-899	B+
<u>Term Project</u>		833-865	B
draft lesson plan	150	800-833	B-
lesson plan	225	766-799	C+
peer review of lesson plans	25	733-765	C
<u>Quizzes</u>		700-732	C-
quizzes (4 @ 50 pts each)	200	666-699	D+
Total Points	1000	633-665	D
		600-632	D-
		0-599	F

Grading:

A+ through A- For any work to receive an "A," it must clearly be exceptional or outstanding work. It must demonstrate keen insight and original thinking. It must not only demonstrate full understanding of the topic or issues addressed, but it must also provide a critical analysis of these. In addition, an "A" grade reflects your ability to articulate clearly and carefully your thoughts concerning what you have learned about the topic or issue.

B+ through B- For any work to receive a "B," it must be good to excellent work. It must demonstrate strong originality, comprehension, critical thinking, and attention to detail. In addition, a "B" grade reflects your ability to articulate clearly your thoughts concerning what you have learned about the topic or issue.

C+ through C- For any work to receive a "C," it must meet the expectations of the assignment. It must demonstrate solid comprehension, critical thinking, and attention to detail. In addition, a "C" grade reflects your ability to articulate adequately your thoughts concerning what you have learned about the topic or issue.

D+ through D- For any work to receive a "D," it must marginally meet the expectations of the assignment. It demonstrates minimal comprehension, critical thinking, and attention to detail. In addition, a "D" grade reflects your difficulty in articulating your understanding of the topic or issue.

F Work that receives an "F" grade does not meet the expectations or objectives of the assignment. It demonstrates consistent problems with comprehension, organization, critical thinking, and supporting details. In addition, an "F" grade reflects your inability to articulate your thoughts concerning what you have learned about the topic or issue.

P indicates satisfactory completion of the course objectives and achievement of 700 points or greater from completion of the course evaluative measures (i.e., in-class exercises, exam, and archaeology curriculum units).

NP indicates failure to meet the course objectives and failure to achieve 700 points or greater from completion of the course evaluative measures (i.e., in-class exercises, exam, and archaeology curriculum units).

Instructional Sequence:

July 5 (Wed) 5:30 – 8:30 pm Introduction to Archaeological Education

Reading assignment – Sutton and Yohe (pp. xxiii-30); White (pp. 1-7); Smith et al (pp. 1-2)

In-class exercise – Mystery object

Agenda –

Course mechanics – introduction to the course, students, project partners, and instructor; discussion of the academic requirements and expectations

Introduction to archaeology – definition of archaeology; history, goals, and nature of archaeology from a worldwide and local perspective; evidence used in archaeological studies; the locations and preservation of the archaeological record

Introduction to archaeological education – the history, goals, and nature of archaeological education worldwide and local perspective

July 7 (Fri) 5:30 – 8:30 pm Archaeology in the Pre-collegiate Classroom

Reading assignment – To be announced

In-class exercise – Garbage Project

Agenda –

Archaeological education for K-12 – the culture of teaching in Vermont and the implications for archaeology education, discuss why we should teach archaeology in the pre-collegiate classroom and what the drawbacks are in doing so

Archaeology lesson plans – discuss how to find the materials and evaluate their content and applicability

July 10 (Mon) 5:30 – 8:30 pm Contemporary Archaeology and Its Beginnings

QUIZ

Reading assignment – Sutton and Yohe (pp. 31-78, 349-398)

In-class exercise –

Agenda –

History of archaeology – development of the field

Contemporary archaeology – modern principles, politics, and economics that guide the field

July 12 (Wed) 5:30 – 8:30 pm Archaeological Record & Conducting Fieldwork

Reading assignment – Sutton and Yohe (pp. 79-140)

In-class exercise – Fieldtrip to an archaeological excavation

Agenda –

Archaeological record – archaeological evidence and its preservation

Fieldwork – finding sites, excavating sites, practical aspects of fieldwork, and ethics of archaeological fieldwork

July 14 (Fri) 5:30 – 8:30 pm Archaeometry & Determining Time

Reading assignment – Sutton and Yohe (pp. 141-191)

In-class exercise – Searching for answers among ceramics

Agenda –

Archaeometry – cataloguing, classifying, dating analyzing, and interpreting artifacts

Time – methods of calculating relative and absolute time

July 17 (Mon) 5:30 – 8:30 pm Bioarchaeology & Environmental Archaeology

QUIZ

Reading assignment – Sutton and Yohe (pp. 192-247)

In-class exercise – Dirt! What an amazing thing.

Agenda –

Bioarchaeology – definition and common practices

Environmental archaeology – definition and common practices

July 19 (Wed) 5:30 – 8:30 pm Understanding Past Settlement and Subsistence Patterns

Reading assignment – Sutton and Yohe (pp. 248-284)

In-class exercise – Living on the landscape

Agenda –

Settlement and subsistence patterns – human ingenuity, spectrum of strategies for different landscapes and times

July 21 (Fri) 5:30 – 8:30 pm Interpreting Cultural Systems and Understanding Cultural Changes

Reading assignment – Sutton and Yohe (pp. 285-348)

In-class exercise – Cultural systems

Agenda –

Cultural systems – introduction to systems theory, the role of culture in human survival, the study of cultural changes

July 24 (Mon) 5:30 – 8:30 pm Archaeology Lesson Plan: Part I

QUIZ

Reading assignment – Lesson plans to be announced based on student interests

In-class exercise – To be announced

Agenda –

Identifying the parts – format, concepts, focusing questions, and the learning/teaching activities

Fieldtrip – introductory session at the Bailey/Howe Library on archaeological sources

July 26 (Wed) 5:30 – 8:30 pm Archaeology Lesson Plan: Part II

Reading assignment – Lesson plans to be announced based on student interests

In-class exercise – To be announced

Agenda –

Refining the idea – test and evaluate the first drafts of the lesson plans using the peer review process

More parts – discuss the introduction and conclusion elements of each lesson plan

July 28 (Fri) 5:30 – 8:30 pm Archaeology Lesson Plan: Part III

Reading assignment – Lesson plans to be announced based on student interests

In-class exercise – To be announced

Agenda –

Testing – as a class we will test and evaluate the final lesson plans and provide comments and recommendations for improvements

July 31 (Mon) 5:30 – 8:30 pm Archaeology Lesson Plan: Part IV

QUIZ

Reading assignment – Lesson plans to be announced based on student interests

In-class exercise – To be announced

Agenda –

Testing – as a class we will test and evaluate the final lesson plans and provide comments and recommendations for improvements

August 2 (Wed) 5:30 – 8:30 pm Archaeology Handbook for Vermont Educators

Reading assignment – Lesson plans to be announced based on student interests

In-class exercise – To be announced

Agenda –

Finishing touches – as a class we will complete the design and production of the handbook

August 4 (Fri) 5:30 – 8:30 pm Presentations and Reflection

Reading assignment - None

In-class exercise – To be announced

Agenda –

Handbook for educators – as a class we will reflect on and evaluate the term product

Presentations – as a class we will present the handbook to the project partners

Archaeology in the Classroom Resources

Pedagogical Issues

- Bender, Susan J., and George S. Smith, eds. 2000. *Teaching Archaeology in the Twenty-First Century*. Washington, DC: Society for American Archaeology.
- Kottak, Conrad Phillip, Jane J. White, Richard H. Furlow, and Patricia C. Rice, eds. 1997. *The Teaching of Anthropology: Problems, Issues, and Decisions*. Mountain View, California: Mayfield Publishing.
- Pearson, Vikki, ed. 2001. *Teaching the Past: A Practical Guide for Archaeologists*. York, England: Council for British Archaeology.
- Smith, K. C., and Francis P. McManamon. 1991. Archeology and Education: The Classroom and Beyond. *Archeological Assistance Study Series (National Park Service)* (2 (October)).
- Stone, Peter G., and Robert MacKenzie, eds. 1994. *The Excluded Past: Archaeology in Education*. Edited by P. J. Ucko, *One World Archaeology*. New York: Routledge.
- Wolf, Dennie Palmer, Dana Balick, and Julie Craven, eds. 1997. *Digging Deep: Teaching Social Studies through the Study of Archaeology, Moving Middle Schools Series*. Portsmouth, New Hampshire: Heinemann.

Curricula Materials

- Barber, Russell J. 1994. *Doing Historical Archaeology: Exercises Using Documentary, Oral, and Material Evidence*. Upper Saddle River, New Jersey: Prentice Hall.
- Barrett, Katharine, Lincoln Bergmann, Gigi Dornfest, Linda Lipner, and Carolyn Willard. 2000. *Investigating Artifacts: Making Masks, Creating Myths, Exploring Middens for Grades K-6; Teacher's Guide, Great Explorations in Math and Science (GEMS) Series*. Berkeley, California: Lawrence Hall of Science, University of California.
- Callum, Kathleen E., and Robert A. Sloma. 2001. *Rock River Valley: Pathway to the Past; Archeology Poster & Educator's Guide: A Vermont Standards-Based Unit of Study for Grade Levels 5-8*. Burlington, Vermont: Vermont Gas Systems.
- Center for Gifted Education Staff College of William & Mary. 1997. *What a Find! A Problem-Based Unit*. Dubuque, Iowa: Kendall/Hunt Publishing.
- Coan, Julie. 1999. *Digging into Archaeology: Hands-on, Minds-on Unit Study*. Pacific Grove, California: Critical Thinking Books & Software.
- Cochran, Judith. 1999. *Archaeology: Digging Deeper to Learn About the Past; A Middle School Unit of Study*. Nashville, Tennessee: Incentive Publications.
- Daniels, Steve, and Nicholas David. 1996. *The Archaeology Workbook*. Philadelphia: University of Pennsylvania Press.
- David, Nicholas, and Jonathan Driver. 1989. *The Next Archaeology Workbook*. Philadelphia, Pennsylvania: University of Pennsylvania Press.

- Davis, M. Elaine, and Marjorie R. Connolly, eds. 2000. *Windows into the Past: Crow Canyon Archaeological Center's Guide for Teachers*. Dubuque, Iowa: Kendall/Hunt Publishing Company.
- Demarest, Amy B. 1997. *This Lake Alive! An Interdisciplinary Handbook for Teaching and Learning about the Lake Champlain Basin*. Shelburne, Vermont: Shelburne Farms.
- Doherty, Edith J. S., and Louise C. Evans. 1986. *Stones and Bones: Archaeology*. East Windsor Hill, Connecticut: Synergetics.
- Dorling Kindersley Limited. 2003. *Pyramid: An Interactive Guide to the Pyramids of Ancient Egypt, Action Pack*. New York: D. K. Publishing.
- Elliot, Rita Folse. 1992. Used Archaeology: Practical Classroom Ideas for Teachers, by Teachers. *Early Georgia* 20 (1).
- Grant, Jim, Sam Gorin, and Neil Fleming. 2002. *The Archaeology Coursebook: An Introduction to Study Skills, Topics, and Methods*. New York: Routledge.
- Hart, Avery. 2001. *Who Really Discovered America, A Kaleidoscope Kids Book*. Charlotte, Vermont: Williamson Publishing.
- Hart, Avery, and Sandra Gallagher. 2002. *Ancient Rome! Exploring the Culture, People, & Ideas of this Powerful Empire, A Kaleidoscope Kids Book*. Charlotte, Vermont: Williamson Publishing.
- Hart, Avery, and Paul Mantell. 1997. *Pyramids! 50 Hands-on Activities to Experience Ancient Egypt, A Kaleidoscope Kids Book*. Charlotte, Vermont: Williamson Publishing.
- . 1998. *Knights & Castles: 50 Hands-on Activities to Experience the Middle Ages, A Kaleidoscope Kids Book*. Charlotte, Vermont: Williamson Publishing.
- . 1999. *Ancient Greece! 40 Hands-on Activities to Experience this Wondrous Age, A Kaleidoscope Kids Book*. Charlotte, Vermont: Williamson Publishing.
- Haslam, Andrew, Clare Doran, and Peter Chrisp. 2001. *Living History: The Hands-on Approach to History*. Princeton, New Jersey: Two-Can Publishing.
- Honan, Linda. 1998. *Spend the Day in Ancient Rome: Projects and Activities that Bring the Past to Life, Spend the Day Series*. New York: John Wiley & Sons.
- . 1999. *Spend the Day in Ancient Egypt: Projects and Activities that Bring the Past to Life, Spend the Day Series*. New York: John Wiley & Sons.
- Landes, Robin S., and Joanna T. Moyer. 1996. *Archaeologists at Work: A Teacher's Guide to Classroom Archaeology*. 2nd ed, *Alexandria Archaeology Publications, Number 48*. Alexandria, Virginia: Alexandria Archaeology.
- Liu, Chao-Hui Jenny. 1996. *Ancient China: 2,000 Years of Mystery and Adventure to Unlock and Discover, Treasure Chests Series*. Philadelphia, Pennsylvania: Running Press.
- MacDonald, Fiona. 1997. *The Vikings: 350 Years of Adventure to Unlock and Discover, Treasure Chests Series*. Philadelphia, Pennsylvania: Running Press.

- Malone, Bobbie. 2000. *Digging and Discovery: Wisconsin Archaeology Teacher's Guide and Student Materials*. 2nd ed. Madison, Wisconsin: State Historical Society of Wisconsin.
- McLaughlin, Scott A. 2005. *Canalers Afloat: The Champlain Waterway's Unique Maritime Community, 1819-1940: An Education Curriculum for Grades PreK-8*. Vergennes, Vermont: Lake Champlain Maritime Museum.
- Panchyk, Richard. 2001. *Archaeology for Kids: Uncovering the Mysteries of Our Past: 25 Activities*. Chicago, Illinois: Chicago Review Press.
- Paragraphics, Inc., ed. 1997. *The Wreck of the Henrietta Marie: Salvaging the Past, Interdisciplinary Explorations*. Upper Saddle River, New Jersey: Prentice-Hall.
- Parren, Lauren Kelley. 1987. *A Teacher's Guide to 12,000 Years of Vermont's Past*. Montpelier, Vermont: Vermont Division for Historic Preservation.
- Patterson, Thomas C. 2005. *The Theory and Practice of Archaeology: A Workbook*. Upper Saddle River, New Jersey: Prentice Hall.
- Pearson, Vikki, ed. 2001. *Teaching the Past: A Practical Guide for Archaeologists*. York, England: Council for British Archaeology.
- Platt, Richard. 2003. *Hieroglyphics: The Secrets of Ancient Egyptian Writing to Unlock and Discover, Treasure Chests Series*. Philadelphia, Pennsylvania: Running Press Kids.
- Rice, Patricia C. 1998. *Doing Archaeology: A Hands-on Laboratory Manual*. Mountain View, California: Mayfield Publishing.
- Samford, Patricia, and David L. Ribblett. 1995. *Archaeology for Young Explorers: Uncovering History at Colonial Williamsburg*. Williamsburg, Virginia: Colonial Williamsburg Foundation.
- Smardz, Karolyn, and Shelley J. Smith, eds. 2000. *The Archaeology Education Handbook: Sharing the Past with Kids*. Walnut Creek, California: AltaMira Press.
- Smith, Shelley J., Jeanne M. Moe, Kelly A. Letts, and Danielle M. Paterson. 1996. *Intrigue of the Past: A Teacher's Activity Guide for Fourth through Seventh Grades*. Washington, DC: United States Department of the Interior, Bureau of Land Management.
- Smith, Shelley, Jeanne Moe, Kelly Letts, and Danielle Paterson. 1992. *The Intriguing Past: Fundamentals of Archaeology: A Teacher's Guide for Fourth through Seventh Grades*. Washington, DC: Bureau of Land Management, US Department of the Interior.
- Stark, Rebecca. 1994. *Archaeology: Teacher Edition*. Hawthorne, New Jersey: Educational Impressions.
- Sterling, Mary Ellen. 2004. *Archaeology, Thematic Unit Series*. Westminster, California: Teacher Created Materials.
- White, John R. 1998. *Hands-on Archaeology: Explore the Mysteries of History through Science*. Waco, Texas: Prufrock Press.
- . 2005. *Hands-on Archaeology: Real-Life Activities for Kids*. Waco, Texas: Prufrock Press.

Wolf, Dennie Palmer, Dana Balick, and Julie Craven, eds. 1997. *Digging Deep: Teaching Social Studies through the Study of Archaeology, Moving Middle Schools Series*. Portsmouth, New Hampshire: Heinemann.