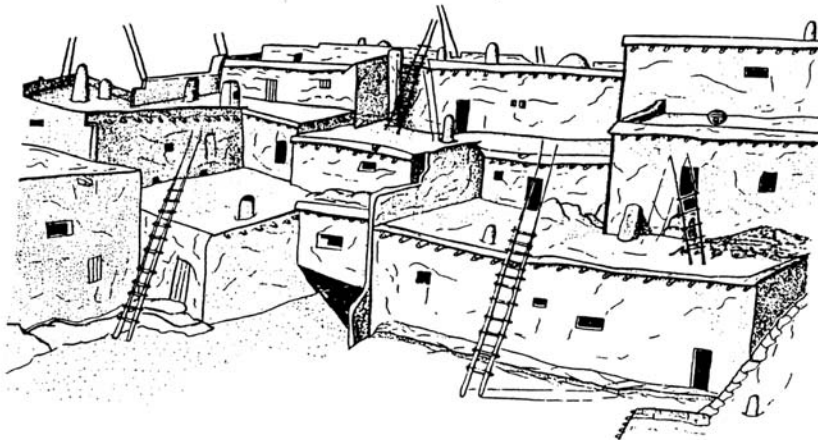


Written Clues About the Past

Performance Assessment Activity Grade 3 Social Studies



**OFFICE OF SOCIAL STUDIES
BALTIMORE COUNTY PUBLIC SCHOOLS**

Courtesy of George Brauer, Director
Center for Archaeology, Office of Social Studies
Baltimore County Public Schools, Towson, Maryland

Written Clues About the Past

Teacher Directions

1. Have students read the diary entry, "**Rick's Backyard Site.**"
2. Have students complete **Resource Sheet A, "Rick's Backyard Artifacts and Ecofacts."**
3. Tell students they will now look at a list of artifacts and ecofacts from another site. The Snaketown Site is in a different geographic area and gives information about another culture. Have students complete both sections of **Resource Sheet B, "The Snaketown Site,"** to classify this list of artifacts and ecofacts. (Some items may be placed in more than one category if students can justify their response.)
4. Have students describe how people at this other site lived by completing **Resource Sheet C, "Life at the Snaketown Site."** (Students may refer to the diary entry for Rick's Backyard Site as a model for writing.)
5. Use the Scoring Tool to evaluate individual student work.
6. As an oral summary, have students hypothesize about the geographical location, time frame, and cultural characteristics of the people living at the Snaketown site.

Responses could include:

1. Southwestern USA
2. Prehistoric Time, 1500 BC
3. Native American Culture

Using Clues from the Past: Rick's Backyard Site

Indicator: Use artifacts and ecofacts to obtain information.

Student Directions: Read the diary entry by Rick Bowen from 1845 to identify all artifacts and ecofacts that an archaeologist from the 20th century might find while excavating in Rick's backyard archaeological site.

October 25, 1845

Today was my ninth birthday. I woke up early even before the rooster began crowing outside the chicken coop in the backyard. It was an exciting day. Cousin Fred and his mom and dad visited from Philadelphia. My dad had to leave early with the wagon to pick them up at the stage station hi Catonsville. As usual I brushed my teeth and washed my face with cold water from the well out back. I took Fred's bag of marbles out of the metal storage box. We always shoot marbles in the backyard when Fred visits.

Mother called me for breakfast. She was upset because she had knocked her mixing bowl and glass off the kitchen table. They were in a hundred pieces on the floor. I helped clean up the pieces and threw them out the back door into the yard. Mom made me sweep the broken pieces off the brick walkway. After breakfast I went into the yard to catch chickens for dinner. Some of the chickens were chased under the smokehouse by Rex, dad's best hunting dog. I also had to weed and water the vegetable garden near the barn. Some of the stones were missing from the garden wall and had to be replaced.

Fred and his family arrived late in the afternoon. Fred and I started shooting marbles in the yard. During our games, I lost two of my favorite marbles and Fred lost one of his.

For dinner we had chicken, pork chops, oysters, and vegetables from our garden. After dinner, we cleaned up. All the bones from the dinner were thrown in the abandoned well in the yard, and the oyster shells were thrown in the pathway leading to the garden.

Several oil lamps were filled with oil from a can on the porch and then lighted. My Aunt Betsy read us a mystery story in the dim light. We went to bed early because Fred and I are going to help my dad and Uncle Tony build a new wooden fence around the barn in the morning.

Resource Sheet A

Rick's Backyard Artifacts and Ecofacts

Student Directions: Use the chart below to list items that an archaeologist might find when excavating the Bowen's homesite. Identify whether each item you listed is an artifact or an ecofact by making a check in the correct column, as in Example #1.

Item	Artifact	Ecofact
1. Example: oyster shells		✓
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Scoring Tool - Classification Charts

This response demonstrates the ability to classify information.

- 3 — This response correctly identifies items as artifacts or ecofacts and sorts each item into the correct functional category.
- 2 — This response makes some errors in identifying items as either artifacts or ecofacts and in sorting these items into the correct functional category.
- 1 — This response makes frequent errors in identifying items as artifacts or ecofacts and in sorting these items into the correct functional category.

Scoring Tool - Diary Entry

This response demonstrates the ability to use artifacts and ecofacts to obtain information.

- 3 — This response fully describes how people lived on the Snaketown site. It includes information about food, clothing, shelter, weapons, tools, utensils, and animals.
- 2 — This response adequately describes how people lived on the Snaketown site. It includes some of the information from the functional categories.
- 1 — This response gives little information about the groups' daily lives and includes almost no information from the functional categories.