

ARCHAEOLOGY

Prepared by:

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Target Group:

Any Scout

Time Allotted:

Two one-hour blocks

Pre-Requisites:

None

Materials Needed – Staff:

Rope
Stakes
Shovels
Small hand spades
Hammer
Small Pick
Wooden boxes for carrying items to wash station
Buckets
Screen boxes for washing
Assorted brushes of different sizes and grades
Graph paper
World Map
United States Map
Binder of Archeological dig sites

Materials Needed – Scout:

Notebook, pencil, water bottle and hiking boots.

Instructional Goal:

By the end of the week scouts should develop an appreciation for the study of archaeology and the practices that surround it. Scouts should also know how to properly set up and facilitate a small-scale dig. Scouts will also learn more about different cultures and their way of life. Finally, scouts will learn about career opportunities available to them in the field of archaeology.

Set Up Procedures and Daily Activity

Historically the Simulated dig has been done at the bottom of geology point. If this is done the instructor should bury "artifacts" for the scouts to discover

Each day of the activity will be a mixture of classroom instruction and mock dig activities. A good portion of the time period should be dedicated to the mock dig activity. Material may be covered during the classroom portion or some material may even be covered at the dig.

MONDAY

Requirement 1

Tell what archaeology is and explain to your counselor how it differs or relates to other fields of study such as anthropology, geology, paleontology, and history. Explain how archaeology is different than artifact collecting or treasure hunting.

Requirement 2

Describe each of the following steps of the archaeological process: site location, development of background research and a research design, site survey and fieldwork, artifact identification and examination, interpretation, preservation, and information sharing.

Requirement 3

Describe at least two ways in which archaeologists determine the age of sites, structures, or artifacts. Explain what absolute dating and relative dating are.

Requirement 9

9. Explore careers related to this merit badge. Research one career to learn about the training and education needed, costs, job prospects, salary, job duties, and career advancement. Your research methods may include -- with your parent or guardian's permission -- an internet or library search, an interview with a professional in the field, or a visit to a location where people in this career work. Discuss with your counselor both your findings and what about this profession might make it an interesting career.

Requirement 11

Under the supervision of a qualified archaeologist or instructor, do ONE of the following:

- (a) *Help prepare an archaeological exhibit for display in a museum, visitor center, school, or other public area.*
- (b) **Use the methods of experimental archaeology to re-create an item or to practice a skill from the past. Write a brief report explaining the experiment and its results.**

TUESDAY

Requirement 6

Do the following:

- (a) Explain why it is important to protect archaeological sites.
- (b) Explain what people should do if they think they have found an artifact.
- (c) Describe the ways in which you can be a protector of the past.

Requirement 10b (*10a omitted from plan*)

With your counselor's approval, take part in a simulated archaeological project designed by a qualified archaeologist. The project must include the use of a simulated archaeological site including artifacts and features for the site. Using the steps of archaeological inquiry, analyze the "artifacts and features" and document the spatial relationships of the "artifacts and features" at the simulated site. Explain how the environment and time can affect the interpretation of an artifact and the overall archaeological site. Tell how you would share the results of your analysis with other researchers and the public.

**Note: this requirement should not be completed in one day; it should require dig time in 2 class periods.*

WEDNESDAY

Requirement 7c (*7a and 7b are optional*)

Make a list of the trash your family throws out during one week. Discuss with your counselor what archaeologists finding that trash a thousand years from now might learn from it about you and your family.

After discussing what your family throws out, discuss what camp throws out

Continue with the simulated dig project

THURSDAY

Requirement 8

Research a group of people who lived in your area more than 100 years ago. Find out about their ways of life, including housing, clothing, arts and crafts, tools, trade and markets, rituals and religions, and diets, and their relationships with other groups of people in the area. Describe what you would expect to find at an archaeological site where these people lived. Explain how these people influenced your current community.

Requirement 4

Learn about a combined total of five archaeological sites located both within and outside the United States.

Requirement 4a

For EACH site you research, point it out on a map and explain how it became known to archaeologists. Describe some of the information about the past that has been found at each site. Explain how the information gained from the study of these sites answers questions that archaeologists are asking and how the information may be important to modern people. Compare the relative ages of the sites you research.

*These should already be predetermined, and information should already be compiled in the archaeology binder. Check to make sure this binder is ready to go during staff week!

Requirement 4b

Choose ONE of the sites you picked and give a short presentation about your findings to a Cub Scout pack, your Scout troop, your school class, or another group.

FRIDAY

Requirement 5

- (a) Learn about the federal laws and international conventions that protect archaeological sites. Find out if your state, county, or local government has regulations that apply to archaeological or historic sites.
- (b) Identify a national, international, or local organization that helps to protect archaeological sites.

Requirement 10b

Talk about the dig experience with the scouts, if you have time available return to the dig site and talk about their experience. If there is any time remaining scouts can continue to dig.