



## Archaeology 11

### Board/Authority Approved Course

North Okanagan Shuswap	School District 83
Developed By: Erinn Milne	Date Developed: June 2019
School Name: Education Outreach Program	Principal's Name: Mr. Rob MacAulay
Superintendent Approval Date:	Superintendent Signature:
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course: Archaeology	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

**Board/Authority Prerequisite(s):**

Not Applicable

**Special Training, Facilities, or Equipment Required:**

Computer as it is an on-line course.

**Course Synopsis:****Goals and Rationale:**

George Santayana once said, "Those who cannot remember the past are condemned to repeat it." The field of archeology helps us to better understand the events and societies of the past that have helped to shape our modern world. This course focuses on this techniques, methods, and theories that guide the study of the past. Students will learn how archaeological research is conducted and interpreted, as well as how artefacts are located and preserved. Finally, students will learn about the relationship of material items to culture and what we can learn about past societies from these items.

**Goals:**

- Develop an understanding of the beginnings of human culture.
- Develop the knowledge on how archaeologists use ancient artifacts to learn more about the cultures they came from.
- Develop and understanding on how archaeologists conduct research.
- Develop an understanding on how ancient artifacts are recovered and preserved.

**Rationale:**

Providing student choice is a key understanding of the new curriculum in BC. This choice needs to go beyond choosing projects or assignments within a course to include choosing entire courses that interest and intrigue students. Through providing a variety of elective courses, students will be able to explore subjects they are passionate about or just curious about. High school students often aren't sure what they want to do after high school. By offering a wide variety of introductory and exploratory courses, students get the opportunity to safely explore the possibilities before committing to a career plan. This course will allow students who are passionate about archaeology to follow that passion. At the same time for students who may not know much about archaeology, it provides an introduction to the field of study and career possibilities.

**Aboriginal Worldviews and Perspectives:**

- Declaration of First Peoples Principles of Learning:
- Learning is holistic, reflexive, reflective, experiential, and rational.
- Learning involves recognizing the consequences of one's actions.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or certain situations.

**Declaration of Aboriginal Worldviews and Perspectives:**

- Archaeology connects the learner to the stories of other communities and peoples.
- Archaeology recognizes the importance of language and culture to a people and explores how those are developed.

### BIG IDEAS

Archaeology is based on scientific research to reconstruct ancient lifeways.

Time has been divided into 5 major time periods, each with its own distinctive characteristics.

Food, technology, transportation routes, and art have impacted cultural development.

Artifacts are the clues archaeologists use to understand the culture.

### Learning Standards

Curricular Competencies	Content
<p>Students are expected to be able to do the following:</p> <ul style="list-style-type: none"><li>investigate the most significant archaeological discoveries of the past five hundred years.</li><li>examine how technology has shaped culture.</li><li>examine the legal and ethical issues that guide the field of archeology.</li><li>explore the methods archeologists use to share their findings with the public.</li></ul> <p><b>Research and Inquiry Application</b></p> <ul style="list-style-type: none"><li>Demonstrate effective communication skills.</li><li>Apply First Peoples perspectives and knowledge, other ways of knowing, and local knowledge as sources of information.</li><li>Recognize and use critical-thinking skills.</li><li>Evaluate the reliability of a website and recognize those that are appropriate for use in anthropology.</li><li>Demonstrate appropriate professional behavior.</li><li>Demonstrate respect for individual and cultural differences and recognize the importance of diversity in the workplace.</li></ul>	<p>Students are expected to know</p> <ul style="list-style-type: none"><li>what differentiates a science from a pseudoscience.</li><li>archaeology is a field of study and has a relationship with anthropology.<ul style="list-style-type: none"><li>archaeology is still relevant today.</li><li>the goals of archaeology.</li></ul></li><li>examine the characteristics of the five major time periods: Paleolithic, Mesolithic, Neolithic, Bronze Age, and Iron Age.</li><li>how archaeologists reconstruct ancient lifeways.</li><li>the process of archaeological research, including how the archaeological record is used to date artifacts.</li><li>the many aspects of an archaeologist's work and the career options of an archaeologist.</li><li>preservation conditions affect the characteristics of a site.<ul style="list-style-type: none"><li>excavation procedures.</li><li>what each member of an archaeological team is responsible for.</li></ul></li><li>where the first people and culture originated.</li><li>explore the different classification of artifacts and their cultural significance.</li><li>investigate how land and nautical routes encouraged expansion.</li><li>examine the scale of ancient societies based on their settlement patterns.</li><li>discuss how maps are used to find trade routes, migratory patterns, and settlements.</li></ul>

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>• the societal importance of sustenance.</li><li>• how art, symbols, and writing have emerged over time.<ul style="list-style-type: none"><li>○ examine how journals, letters, and diaries illuminate a societies' history.</li><li>○ explore which religious text guided the religious beliefs of people long ago and the role of cultural resource management (CRM).</li></ul></li><li>• what the fossil record is and where it begins<ul style="list-style-type: none"><li>○ the holes in the fossil record and oddities found within the fossil record.</li><li>○ how archaeologists use the fossil record to reconstruct human behavior.</li></ul></li><li>• how a group of people interacted based on what they have left behind.<ul style="list-style-type: none"><li>○ investigate how the buildings left behind contain clues to the social, political, and economic organization of a society.</li><li>○ explore how burial practices differed based on societal status.</li></ul></li><li>• the four classifications of societies.</li><li>• how the alphabet has evolved through the centuries and its significance.</li><li>• the ancient laws that once governed people.</li><li>• how historic sites are preserved and restored in order to educate the public.<ul style="list-style-type: none"><li>○ investigate the effects of looting and the public measures archeologists employ to discourage it.</li></ul></li></ul> |
|--|---|