**THINK as an ARCHAEOLOGIST**

**Purpose**: Introduce to students a way of thinking as an archeologist by awaken observation and making correlations according to those observations.

**Group size:** a class

**Time needed**: 1 hour.

**Working area**: computer laboratory

**Materials**: large blank papers per person, markers, board, photos: one general photo, one from ancient Messene's theatre.

**Implementation steps:**   
1. Students were explained that the following is an exercise that will help them understand how experts like archeologists think when they have a clue in front of them. Thus a photo/ picture will be shown to them.  
2. Two students had the task to write down the thoughts of their classmates in a large blank white paper, divided into two sections, A and B.

[](https://3.bp.blogspot.com/-Bp-OIvA5xxA/Vr8TiaExLEI/AAAAAAAAA1s/VYEmjOsImdg/s1600/car-kids.jpg)3. Students were asked to describe what they saw in the picture and the teacher asked this thought to be written either to section A or B. Students weren't aware of the rationality in which the teacher does the division in each section. In section A were written the plain observations of the students such as t*here are three children, the background is orange, the shirt they wear have short leaves* etc., when in the section B were written correlations that students had made such as *it is summer because of the shirts they were, one child plays with the car while the other two work,* etc.

4. The sheet with the two sections were put on the board so everyone could see and read out loud. Students were asked to find the difference between the two sections and reveal the rationality behind that activity.  
5. When all students understood the difference between observation and correlation, a photo of ancient Messene's theatre (which was taken from them during the field research) was shown to them and were asked to imply the same method to that.  
6. A new blank paper was filled with ideas and few more discussed, getting deeper to correlations of the observations.

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| SECTION A:  1. I see grass.  2. There are 11 sits.  3. The sky is bright and blue.  4. The grass section is divided to 3 parts.  5. On the right the sky is lighter but on the left darker.  6. It is in an open area.  7. The stairs have different sizes.  8. The shits doesn't have exactly the same color.  9. Plants are grown between the rocks.  10. There is a mountain on the back.  11. The rocks have cracks.  12. There is an antenna on the back. | SECTION B:  1. There are sits.  2. This is a theatre.  3. The sits are more than the stairs.  4. Maybe the rest o the theatre is under the grass.  5. The stairs and the sits maybe made by marble.  6. The stairs and the sits are old because of the color and the cracks.  7. Maybe they didn't do any conservation of the place, because of the grown plants between the rocks.  8. This place must have suffered several damages such as earthquakes, time, wars, different cultures, people's misuse ect., because of the cracks and life existence.  9. It's not nearby a city because you can see a clean blue sky and a mountain.  10. Maybe it was built with materials from the mountain, since is nearby and the lack of transportation during the ages it was built.  11. Its orientation is south, according to the sun.  12. Maybe it was built in the foot of the mountain so as to be protected from the northern winds. |

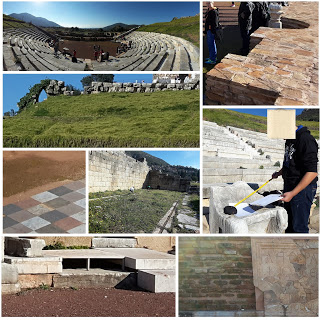
**EXTENSION:**

As an extension and deeper approach on how an archeologist think and work, we applied the previous activity to a thorough investigation of the collected artifacts.  
**Purpose**: Interpretations through observation of artifacts.

**Group size**: a class  
**Time needed**: 1 hour.  
**Working area**: computer laboratory  
**Materials**: large blank papers per person, markers, board, photos as artifacts from ancient Messene's theatre.   
**Implementation**:  
1. Preparation: from the collection of artifacts' photos, taken during the in situ visit, we created boards

2. Participants were separated into 4 groups and they were assigned the task to write on their large blank papers their observations and their interpretations, according to those observations.  
3. The results from the 4 groups were discussed as well as how those results will be used.

4. Finally the groups had the task to decide 4 Big Questions, according to their results which would be the inquiries to work further on studying ancient Messene.

[](https://3.bp.blogspot.com/-MlUuu2WbQDY/VsSF-xc1hrI/AAAAAAAAA20/r8hY2FvedkQ/s1600/ERASMUS%2B+ACTIVITY_ARTIFACTS2.jpg) [](https://4.bp.blogspot.com/-HKpL_00FHec/VsSs3fTwdAI/AAAAAAAAA4E/fOctbW8aEwM/s1600/fvto.jpg)

REFERENCE: <http://archaeoschoolforthefuture.blogspot.com/p/blog-page.html>