

# Junior Archeologist

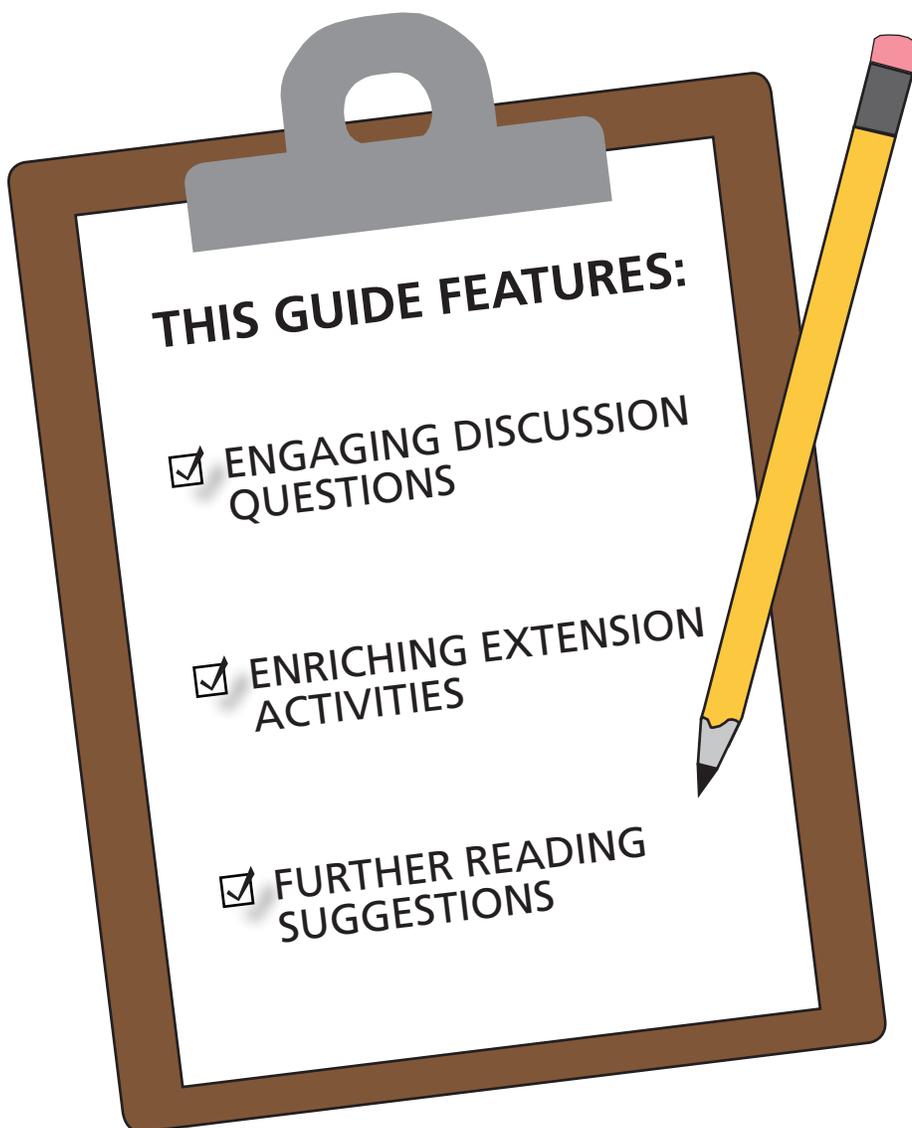
National Park Service  
U.S. Department of the Interior  
Archeology Program



## Parent Guide

Use this guide to dig deeper into archeology with your Junior Ranger. Pose discussion questions while your Junior Ranger works on the activity book, or pursue extension activities and

other reading after the activity book is completed.



We hope the parent guide inspires you to find more opportunities for your little archeologist, and learn more about archeology in the national parks along the way.

This guide is just the starting point!

Questions?  
E-mail [nps\\_chiefarcheologist@nps.gov](mailto:nps_chiefarcheologist@nps.gov)



# Discussion Questions

**Activity:** Match Me

**Page:** 7

- 1) What would you want to study if you were an archeologist? Why?
- 2) Why are there so many different archeology specialties? Why doesn't every archeologist study everything from the past?

**Activity:** Painting Pottery

**Page:** 8

- 1) From pottery sherds, archeologists can learn what foods people ate, what technology people had, which resources they had access to, and what designs people liked. These things changed over time. What might archeologists infer based on observations of the pottery in your home?

**Activity:** Past and Present

**Page:** 11

- 1) Technology changes over time. What objects do we use today that you think will be obsolete in 50 years? 100 years?
- 2) What are some other objects we use today that people in the past might have had in a different, but similar way? For example, today we get our water from sinks and indoor plumbing. People in the past used wells, rivers, and lakes for their water needs.

**Activity:** Trash Can Archeology

**Page:** 15-16

- 1) Some archeologists study landfills. What do you think they find? What could "garbologists" conclude from our trash?
- 2) Today, our trash biodegrades at different rates and is mixed in with trash from other people. How might this impact those conclusions?

# Discussion Questions



**Activity:** It Belongs in a Museum

**Page:** 19

- 1) Why are museum labels so important for telling an artifact's story?
- 2) Think back to the last time you went to a museum. Were the labels you read informative? Were they interesting? If you did not read the labels, why not?

**Activity:** Artifact Adventure

**Page:** 20

- 1) Sometimes artifacts are disposed of by one group, picked up by another, thrown away again, moved around by nature, and then, years later, found by archeologists. Why does this make an archeologist's job difficult?





# Extension Activities

**Activity:** Match Me  
**Extension:** Knowing North

**Page:** 7

Learn how to orient yourself using the night sky. Why do you think the stars have been important for cultures for thousands of years?

*This activity is adaptable for grades 3-9 and can be further enhanced with a visit to Chaco Canyon National Historical Park.*

**Link:** [www.exploratorium.edu/chaco/HTML/TG-north.html](http://www.exploratorium.edu/chaco/HTML/TG-north.html)

**Activity:** Match Me  
**Extension:** The Spanish Treasure Fleets of 1715 and 1733: Disasters Strike at Sea

**Page:** 7

Use this Teaching with Historic Places lesson plan to learn more about underwater archeology.

*This activity is adaptable for grades 5-12 and can be further enhanced with a visit to any underwater preserve or sanctuary around the country.*

**Link:** [www.nps.gov/teachers/classrooms/129shipwrecks.htm](http://www.nps.gov/teachers/classrooms/129shipwrecks.htm)

**ARCHEOLOGY  
FUN FACT!**

The word "archeology" can be spelled two ways: *archeology* and *archaeology*. Both are correct, but the National Park Service typically uses *archeology*.

# Extension Activities



**Activity:** Painting Pottery

**Page:** 8

**Extension:** Pottery of the Ancestral Pueblo

Make and decorate your own pottery, and learn about pottery's form, function, and cultural significance.

*This activity is adaptable for grades K-12 and can be further enhanced with a visit to Aztec Ruins National Monument.*

**Link:** [www.nps.gov/azru/forteachers/classrooms/pottery-of-the-ancestral-pueblo.htm](http://www.nps.gov/azru/forteachers/classrooms/pottery-of-the-ancestral-pueblo.htm)



President Thomas Jefferson, an amateur archeologist, excavated sites near his home in Virginia.

**Activity:** Home Sweet Home

**Page:** 9

**Extension:** Geology Makes a Home

Discover how people used geological formations to build homes.

*This activity is adaptable for grades 4-5 and can be further enhanced with a visit to the Flagstaff Area National Monuments.*

**Link:** [www.nps.gov/waca/forteachers/classrooms/geology-makes-a-home.htm](http://www.nps.gov/waca/forteachers/classrooms/geology-makes-a-home.htm)



# Extension Activities

**Activity:** It's a Bargain

**Page:** 10

**Extension:** At a Crossroads: The King of Prussia Inn

Use this Teaching with Historic Places lesson plan to learn how inns and transportation affected the trade of goods and ideas in New England during the 1700s.

*This activity is adaptable for grades 5-12 and can be further enhanced with a visit to the King of Prussia Inn.*

**Link:** [www.nps.gov/teachers/classrooms/119king.htm](http://www.nps.gov/teachers/classrooms/119king.htm)



As many as 7,000 archeologists work in the United States.

**Activity:** Trash Can Archeology

**Page:** 15-16

**Extension:** Stuff, Then and Now

Investigate resource consumption by comparing packing lists for a modern day camping trip, Native American hunting trip, and the Oregon Trail. How many resources were renewable?

*This activity is for 4th grade and can be further enhanced with a visit to Craters of the Moon National Monument and Preserve.*

**Link:** [www.nps.gov/crmo/forteachers/classrooms/the-stuff-we-use-then-and-now.htm](http://www.nps.gov/crmo/forteachers/classrooms/the-stuff-we-use-then-and-now.htm)

# Extension Activities



**Activity:** Stepping Back in Time  
**Extension:** Tree Ring Activity

**Page:** 17

Discover how archeologists use tree rings to date archeological sites.

*This activity is adaptable for grades 3-5 and can be further enhanced with a visit to the Flagstaff Area National Monuments.*

**Link:** [www.nps.gov/waca/forteachers/classrooms/tree-ring-activity.htm](http://www.nps.gov/waca/forteachers/classrooms/tree-ring-activity.htm)

**Activity:** Changing Context  
**Extension:** It's Not My Fault!

**Page:** 21

Explore how different perspectives can influence how the story of an historical site is told with a case study: the War of 1812 Battles of the River Raisin. Extend this lesson plan by talking about how archeology could further complicate how historical stories are told, especially if archeological evidence contradicts historical records.

*This activity is adaptable for grades 3-5 and can be further enhanced with a visit to River Raisin National Battlefield Park.*

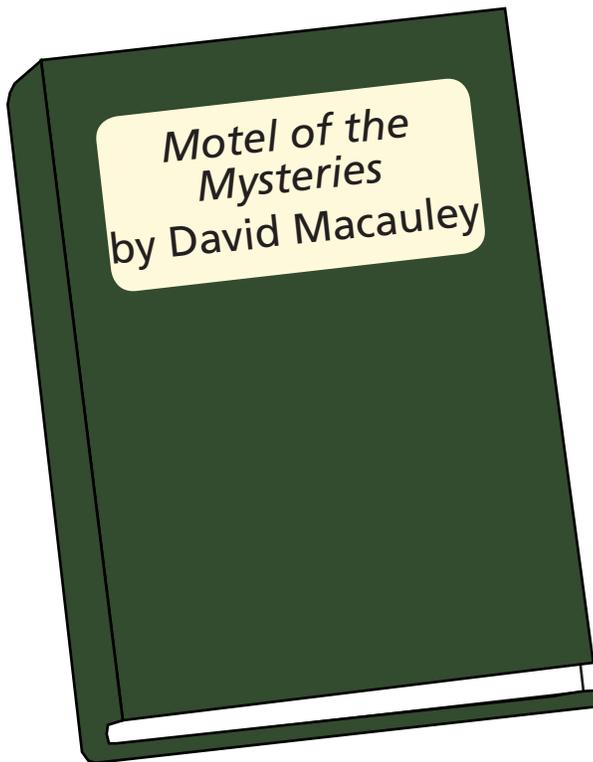
**Link:** [www.nps.gov/rira/forteachers/classrooms/its\\_not\\_my\\_fault.htm](http://www.nps.gov/rira/forteachers/classrooms/its_not_my_fault.htm)



You can learn more about NPS archeological research projects at [www.nps.gov/archeology](http://www.nps.gov/archeology).



# Further Reading



From the book jacket:

*"It is the year 4022; all of the ancient country of Usa has been buried under many feet of detritus from a catastrophe that occurred back in 1985. Imagine, then, the excitement that Howard Carson, an amateur archeologist at best, experienced when, in crossing the perimeter of an abandoned excavation site, he felt the ground give way beneath him and found himself at the bottom of a shaft, which, judging from the DO NOT DISTURB sign hanging from an archaic doorknob, was clearly the entrance to a still-sealed burial chamber.*

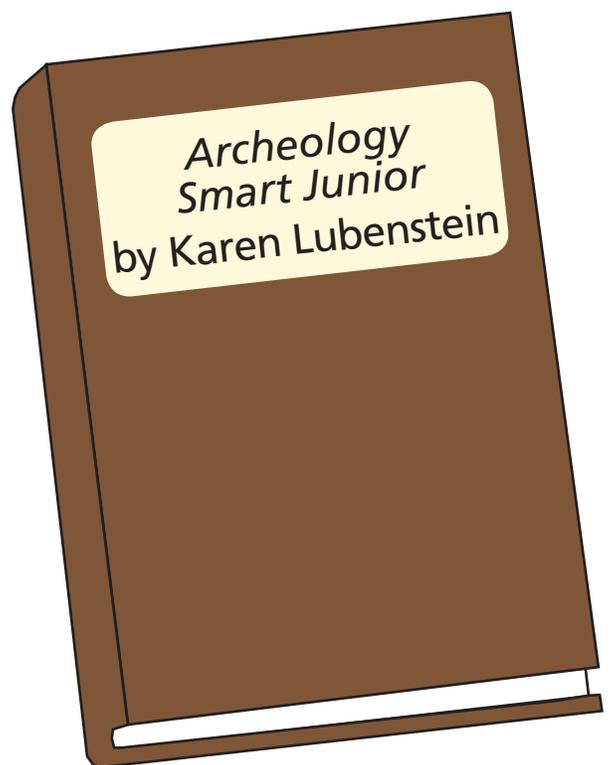
*Carson's incredible discoveries, including the remains of two bodies, one of them on a ceremonial bed facing an altar that appeared to be a means of communicating with the Gods, and the other lying in a porcelain sarcophagus in the Inner Chamber, permitted him to piece together the whole fabric of that extraordinary civilization."*

From the book jacket:

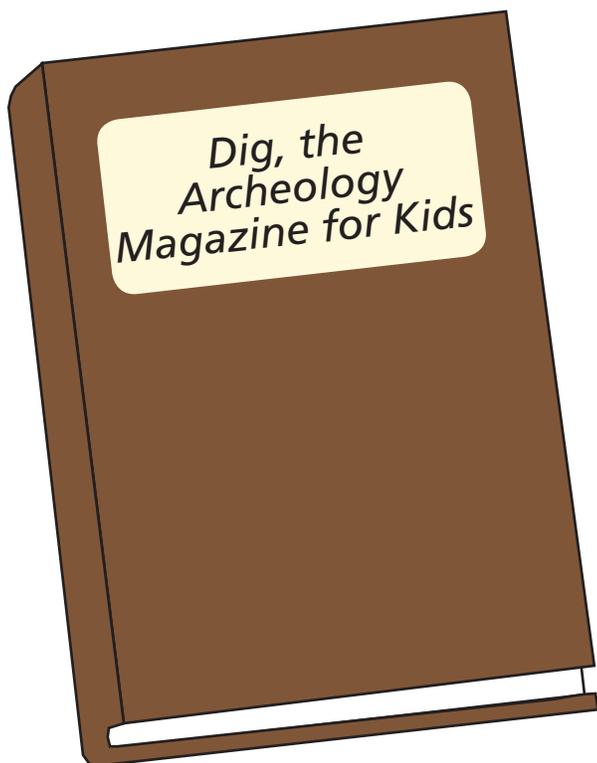
*"If you have ever day-dreamed about discovering a lost city that no one ever knew existed, or finding a set of ancient footprints and trying to solve the mystery of who (or what) left them, then this is the book for you.*

*When Beauregard the cat digs up a bag full of ancient artifacts stolen by the evil Dastardly Looter, it's up to him and his friends Barnaby, Bridget, and Babette to return them to their proper places before they are caught by the sinister thief. Hop aboard their time machine and visit ancient worlds, mysterious ruins, and famous archaeological digs.*

*Not only is Archaeology Smart Junior an exciting story, it also tells how archaeologists find and study the clues that tell us all about prehistoric eras. You'll be getting a head start on the science courses you'll take in high school by learning how scientists think and work as they solve the puzzles of the past.*



# Further Reading



From the *Dig* website:

*"Each issue is theme-related with a special 10- to 12-page section that focuses on an archaeological discovery or topic related to the issue's theme. Writers are most often experts in the area as accuracy and up-to-date information are key. The text is always engaging, vivid, and interesting. Geared to our readers, it complements the principles of Common Core and offers a great springboard for discussion, curriculum-related projects, and cross-disciplinary lesson plans."*

From the book jacket:

*"Written by renowned archaeologist John White, Ph.D., this book shows any teacher or parent how to help kids become young archaeologists. Imagine the thrill students will experience as they discover artifacts from the past. There isn't a single student who won't love the activities in this book!"*

*From creating simulated archaeology digs in the classroom to digs in the community, this book is a how-to for teaching archaeology. Of equal importance is that while learning the discipline of archaeology, students will be acquiring skills in math, biology, geology, art, geography, history, and language skills, as well as motor, social, and conceptual skills."*

