MONTANA ANCIENT TEACHINGS
A Curriculum for Montana Archaeology and Prehistory

Grades 4–8

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MONTANA ANCIENT TEACHINGS
Contents

MONTANA ANCIENT TEACHINGS
Foreword

DEAR TEACHER:

You hold in your hands Montana's first effort to create a basic, introductory curriculum for the teaching of archaeology and Montana prehistory in elementary and middle schools. It is something you and your fellow teachers have asked for and archaeologists in Montana have talked about creating for years. And, as we in the archaeological profession are fond of saying: "It's about time!"

The *Montana Ancient Teachings* curriculum was made possible by a grant that the Montana Historical Society received in 1997 from the Society for American Archaeology (SAA), a non-profit national organization of over five thousand archaeologists. For some years, the SAA Public Education Committee has led a nationwide recognition that the future of archaeology lies in education. It's not that we need or want to create a nation of archaeologists—in fact, there are barely enough jobs for those archaeologists trained today! Rather, it is because archaeology depends upon an informed public to act as stewards of America's cultural heritage and provide support for efforts to learn from, appreciate, and preserve our irreplaceable pieces of the past. Archaeology, as you will see in this curriculum, is as much about us as it is about those who came before us.

Sara Scott (archaeologist) and Russ Ann Sisk (teacher), the co-authors of the *Montana Ancient Teachings* curriculum, describe their approach and organization in the following introductory pages. I believe that they have done a superb job in this and throughout the lessons and activities that follow in bringing the past alive and putting it into perspective for young people. I think you, as educators, will be able to take what they have presented and readily apply it to your classrooms—as is or adapted to suit your own presentation methods. Feel free to explore, extend, and ad-lib what is here.

A brief word about what *Montana Ancient Teachings is* and *is not*.

Montana Ancient Teachings is an introduction to the world of archaeology and what archaeologists have learned about Montana prehistory through archaeology and related scientific disciplines. Archaeology is foremost a science and not a treasure-hunt. Archaeology is also one way of exploring and knowing the past—it is a scientific approach to understanding artifacts and what they can tell us about past people and behavior. In *Montana Ancient Teachings,* the emphasis is on what archaeology tells us about Montana's prehistory—although as a method, archaeology can also be applied to historic sites. In Montana prehistory, we are learning about the hunting and gathering, nomadic way of life for over ten thousand years of Montana's native

peoples, some of whom are undoubtedly the ancestors of Montana's tribes today. All Montanans can learn from and identify with this past, however, as it is the heritage of our state and is also a way of life experienced for more than 99 percent of human existence worldwide—or so archaeologists believe.

Montana Ancient Teachings is not finished, nor is it the last and only word about ancient people. Much of what is said here is based on theories supported by evidence—but archaeological theories can and have changed as new evidence is brought to light. Archaeology also is not the sole perspective we have in understanding the past. Religions and Native American beliefs and oral tradition sometimes appear to differ with archaeology—as is the case, for example, with ideas about human evolution or the migration of early people to the New World across the Bering Land Bridge. Finally, *Montana Ancient Teachings* is not all that can and should be said about Native American people in Montana—past or present. Much exists elsewhere in curricula, resources, and living people that can provide a fuller understanding of Montana's Indian people and their history—and this information must also be pursued. A good place to start is with the Office of Public Instruction's handbook, *Montana Indians: Their History and Location* (1992), and The Council for Indian Education's annual listing of books approved by the Intertribal Indian Editorial Committee (1240 Burlington Ave., Billings, MT 59102–4224).

As educators, I trust you will accept *Montana Ancient Teachings* both for what it is and what it is not, and challenge your young people to think about Montana's past with creative ideas and open minds.

Please let us know how *Montana Ancient Teachings* works for you! The Montana Historical Society is committed to editing, adding to, and subtracting from the curriculum as we learn more from you and others. There are already several traveling kits and other enrichment materials available or in preparation that complement the curriculum and its activities. I encourage you especially to refer to the *Montana Archaeology Education Resource Catalog* for listings of resources available statewide, including other curricula, speakers, exhibits, footlockers, tours, etc. It is viewable on the Montana Historical Society's homepage (http://mhs.mt.gov) under "Historic Preservation" or can be requested by contacting the MHS Education Office (406-444-4794).

Most of all, I hope you enjoy your journey with your students as you go . . . forward into the past!

Mark Baumler, Ph.D.
State Archaeologist
Montana Historical Society
Helena, Montana

MONTANA ANCIENT TEACHINGS
Introduction and Acknowledgments

Archaeology has tremendous potential for enhancing appreciation of the differences as well as the similarities across cultures.

Karolyn Smardz, 1995
SAA Archaeology and Public Education Newsletter *5(4):7*

Montana Ancient Teachings is designed for easy use by classroom teachers. It should not be one more item to add to an already crowded curriculum, but rather it should blend in to fit existing needs. It is an interdisciplinary teaching approach focusing on archaeology. It is our hope that, as teachers use *Montana Ancient Teachings,* additional lessons and activities will evolve and further contribute to the value of this unit.

We developed the *Montana Ancient Teachings* curriculum on the basis of several premises. First, the curriculum focuses on what we know about prehistoric people based on the science of archaeology. The material is about prehistoric archaeology—a subject that teachers have indicated that they want to teach and need to know more about. We only touch on contemporary Montana Indian tribes because teachers already have available to them several documents on Montana Indians. Also, we feel that Indian history as known by Indian people is best told by the tribes themselves rather than by a non-Indian teacher and archaeologist.

Second, we believe that people of all ages relate best to a subject matter that affects them on a personal and human level. Our focus, therefore, is on the anthropology of Montana's first people rather than on overly technical archaeological facts and terminology. We attempt to breathe life into the past by concentrating on how people hunted, gathered plants, made tools, built shelter, and cooked food. We do not concentrate on specific projectile point types, culture names, or other subtleties of Montana archaeology. We think that this information is best suited for college-level classes. We believe that by "humanizing" the science of archaeology and relating the day-to-day life of prehistoric people to the lives of today's children, we will create not only an early interest in and enthusiasm for archaeology but also empathy and understanding for different cultures and ways of life.

Our feedback from the teaching community and from experts in archaeology education indicates that curriculum must be simple and accessible. Teachers want information that they can quickly understand and then convey to children in an almost mutual learning session. *Montana Ancient Teachings* presented us with an opportunity to design such a curriculum as an interdisciplinary teaching unit, using current methods and strategies to deliver information to students. Building lessons to implement a topic, complete with activities and student reading

material, can be extremely exciting. Our goal was to develop a unit that would not sit on a shelf and collect chalk dust, but be used across the curriculum by teams of teachers. We view *Montana Ancient Teachings* as a unit that will continue to evolve and develop with input from those who use it.

The work completed, to this point, represents a great amount of time and effort to create hands-on material for introducing students and teachers to the science of archaeology and its role in contributing to our understanding of Montana prehistory. Thanks go to many people who gave us encouragement and support by sending curricular materials from other states as examples of work done in the field of archaeology education.

Thanks especially to the following for input and materials: D. Krass, Society for American Archaeology, Public Education Committee; B. Straw, The University Museum of Archaeology and Anthropology, University of Pennsylvania; J. Moe, Utah Bureau of Land Management (BLM) Project Archaeology; V. Wulf-Kuhle, Kansas State Historical Society; J. Stewart-Abernathy, Museum of Prehistory and History, Arkansas Tech University; D. Nemec, Arkansas Archaeology Survey, University of Arkansas System; Hopewell Culture National Historical Park, Ohio; R. Timmons, Kootenai National Forest, Montana; and the National Park Service.

Special thanks also goes to a group of teachers, from a two-week summer class in Helena, who worked to develop ideas for their final project around the subject of archaeology. Their input helped in the development of this curriculum. Thanks to M. O'Brian, L. Johnson, and G. Rooney, Helena, and C. Paul, Great Falls, for their efforts. Thanks also to the other twenty-four teachers who listened to our vision and gave feedback for the unit.

Funds to create the *Montana Ancient Teachings* curriculum were provided as part of a grant to the Montana Historical Society from the Society for American Archaeology, Public Education Committee. Montana was one of only two states in the nation to receive this grant funding in 1997 as an Archaeology Education Coordinator Pilot Project. Montana Historical Society staff Mark Baumler (State Archaeologist) and Marcella Sherfy (Education Officer) conceived and prepared the grant proposal and jointly administered and reviewed the creation of this product. Our thanks to them for believing that we had the know-how to create *Montana Ancient Teachings.*

Sara Scott and Russ Ann Sisk
Helena, Montana
1997

MONTANA ANCIENT TEACHINGS
How to Use This Curriculum

THE BIG PICTURE

Montana Ancient Teachings is a set of curriculum materials designed to introduce human prehistory and archaeology into Montana schools.

Montana Ancient Teachings targets intermediate students in grades 4–5, and middle school students in grades 6–8. Activities are adaptable to other levels.

Montana Ancient Teachings is divided into theme presentations:

Theme 1 ~ **Ancient Teachings in Archaeology**
Theme 2 ~ **Ancient Origins and People**
Theme 3 ~ **Ancient Technology**
Theme 4 ~ **Ancient Subsistence**
Theme 5 ~ **Ancient Shelter**

Each theme contains information necessary for a general understanding of prehistory and archaeology.

Ancient Teachings in Archaeology and **Ancient Origins and People** (Themes 1 and 2) are designed for introductory use. Ideally, intermediate students would receive this instruction. Instruction may also be at the middle school level if students did not receive Themes 1 and 2 in a prior grade.

Ancient Technology, **Ancient Subsistence**, and **Ancient Shelter** present a more in-depth look at Montana prehistory and archaeological methods and theories. Themes 3, 4, and 5 are best taught upon completion of Themes 1 and 2. Collaboration among teachers, within a building or district, is necessary to determine which themes are to be taught at which grade levels.

Each theme has, or will have available, one or more traveling kits from the Montana Historical Society's Education Department to accompany instruction. Also available throughout the state is a variety of other materials. See the *Montana Archaeology Education Resource Catalog* below for further information.

Montana Ancient Teachings is designed to be an interdisciplinary unit. Mold it to suit your content and skill delivery requirements. See the **Educational Guide** later in this introduction to determine the focus for your curriculum needs.

Step right into archaeology, match your learner needs and goals, and have fun!

THE PIECES

The themes in *Montana Ancient Teachings* follow a consistent format. Each theme is identified by its number: 1, 2, 3, 4, or 5. Each lesson within a theme is indicated by a letter (A, B, C, etc.). Thus, 1B is Theme 1—Lesson B; 4D is Theme 4—Lesson D; and so on. Each theme is presented with a divider page. Located on this divider page is a list of lessons, each with a leading question and an overview statement. Each lesson consists of a *narrative,* a *vocabulary list,* and one or more *activities.*

TEACHER DELIVERY STRATEGIES:

~Use the leading question and

activity first to instruct from an inquiry model of delivery. Then follow up by reading the narrative.

~ Or use the narrative first for a reading lesson, along with the vocabulary list. Then follow up with the activity.

Review the format to determine your instructional path and choice of delivery. Develop a plan to accompany your teaching style and curriculum needs and, most importantly, to guide learners.

1. Narratives target the upper end of intermediate readers and are designed for use as a reading lesson. The narrative presents information to convey a main idea about archaeology and the ancient past. Vocabulary words are printed in **boldface**.

2. Vocabulary is listed, in alphabetical order, on a separate page. A **Glossary for Teachers**—defining all vocabulary words highlighted in the narratives—appears at the end of this curriculum.

3. Activities follow the narrative and vocabulary list. One or more may be included with an individual lesson. Activities may be used prior to the narrative, or upon completion of it. Communication arts, history and geography, math, science, arts, and technology content areas are represented. The **Curriculum Connections** at the end of this curriculum offer a cross-reference for content areas, both by theme and curriculum area.

The activity format has been designed with the relevant data at the top. This data includes grade level, activity time, subject matter, cooperative learning groupings, and the materials needed to perform the activity. Next comes the objective and outcome, followed by the activity itself, presented step-by-step. The final portion is the extension, which offers ideas about how to delve further into a topic; sometimes there is also a listing here of additional available resources.

A student prerequisite to this unit is the creation of an **Arch(aeology) Journal**. A student completes activity work and vocabulary in the Arch Journal. Upon completion of a theme, students can use the information in their journals for culminating projects, such as books or presentations based on the knowledge they have acquired.

Tips for Teachers and Archaeologists

A Hitchhiker's Guide to the Universe of Archaeology Education

Whether you are a teacher bitten by the archaeology bug or an archaeologist making a foray into the school system, how do you ensure that a *Big Mistake* does not occur? The answer is planning, communication, and developing a deeper understanding of the needs, demands, and issues related to teaching and archaeology. This section offers tips to intrepid archaeology education adventurers. These tips should help both students and teachers avoid problems and should help to create a mutually rewarding experience.

Tips For Teachers

1. Archaeology is not a treasure hunt. Archaeologists seek knowledge of the past through a rigorous scientific process. Encouraging students to look for treasures in the ground may sound romantic and motivating, but it is seen as looting by archaeologists, and often

it is illegal. You should convey to students the ethic that the past is a shared heritage. The true romance of archaeology is not in finding treasures, but in helping people to understand their shared past. Excavated materials help us to explain bygone lifeways. They do not belong to any one person; rather, as stewards, we all have a responsibility to treat prehistoric and historic materials in a special way. Any excavation should be conducted under the auspices of a trained archaeologist.

2. Students should be taught proper archaeological methodology, which involves more than digging. It begins with a research design, where questions and potential sites are considered. A permit or license often is required to set foot on a site, and many sites purposely are left undisturbed unless potentially destructive forces require their study to reduce loss to the archaeological record. Archaeologists use techniques like surface collecting, aerial photography, and mapping of artifacts. They spend hours cataloging, restoring, and interpreting the larger site picture. Finally, they write a site report and submit it to the appropriate authority, such as the Montana State Historic Preservation Office (SHPO).

3. Because they are dealing with professionals in another field, teachers should be aware of the ethics, practices, and demands of the archaeology profession.

Tips For Archaeologists*

1. Most archaeologists are happy to contribute their fair share to public education. Unfortunately, an archaeologist's willingness to participate does not assure that he or she has a natural ability to be an effective communicator in the classroom. A boring or poorly organized program is little better than no program at all, for in neither case do communication and education occur.

2. A public talk, whether in a classroom or to a group of adults, is different from "reading a paper" at a conference. A classroom talk should be prepared and presented with the audience in mind. Here are a few key do's and don't's:

- **Do keep your talk short.** Twenty minutes is long enough.
- **Don't read your presentation.** Be down to earth.
- **Do be relevant.** Put details in the context of your audience's lives.
- **Do use props and visual aids.** Artifacts and pictures add life and depth.
- **Do invite questions.** And answers.

3. Slides often are the visual medium of choice for an archaeologist communicating about archaeology. However, what the trained eye of an archaeologist can see will often be invisible to the untrained eyes of kids and the public audience.

- **Choose your subjects carefully.** Make the images understandable and interesting.
- **Start your show with a map.** Put archaeology into spatial context.
- **Avoid pictures of invisible sites.** A map or drawing may illustrate such a site better.
- **Don't show detailed profiles.** Most profiles don't photograph

well enough.

- **Use artifact pictures.** While we want to avoid the "treasure hunt" image of archaeology, kids **do** want to see the objects uncovered.
- **Use slides of people in action.** Images of the crew excavating, screening, or gluing a pot create human interest.
- **Pace and plan your slide sequence.** Don't leave kids staring at one slide too long; use duplicate slides to return to a previous image to make a point.
- **Preview your slides.** Backwards, upside-down, and stuck slides can compromise even the best show.

**Adapted from "Tips For Archaeologists Involved in Public Education" by Mary L. Kwas,* SAA Archaeology and Public Education Newsletter *5(4):18 [1995].*

Tips For Field Visits to Sites

Archaeologists:

1. When a teacher wants to visit a particular site, he or she needs to show that the visit and related activities have educational value and fit into the immediate curriculum. Archaeologists can learn about the students' course of study by requesting local curriculum guidelines or by talking with the teacher. They also should know that teachers spend a lot of time getting permission, raising funds, phoning parents, and readying the class academically and behaviorally for a field trip.

2. Your plan to accommodate a class visit to the field should include having enough equipment and activities for the size of the group and the time it will be at the site; providing for personal needs, snacks and lunch, and trash collection; having a foul weather plan; and sharing safety precautions and emergency procedures with the teacher.

Teachers and Archaeologists:

1. Communication between teachers and archaeologists is essential. Clarify in advance the class size, dates, times, purpose of the visit for the students, and the teacher's and archaeologist's objectives.

2. Determine the level of intellectual and physical skills that you can expect from the students. Do they have the mathematical skills to handle simple graphing and mapping of artifacts? Can they lift a wheelbarrow individually, or will partners be necessary?

3. Assess the knowledge that students bring to the visit. Have they studied local history? Do they know about the role of an archaeologist? Is the teacher clear about the problems of looting and the importance of archaeological ethics?

4. Understand any special needs of the students coming to the site. Do they have special abilities or disabilities? Are they academically accelerated or challenged? Can they work cooperatively in groups picked at random?

5. Determine how you will convey safety rules to the students.

6. Determine disciplinary alternatives. Although not usually a problem with a highly motivated group, this potential should be considered beforehand by the teacher and the archaeologist. While a teacher bears the primary responsibility for discipline, an archaeologist must be able to deal with minor situations.

7. Follow up on the visit. What will students be expected to do when they return to their school? How will the site visit prepare them for follow-up activities? What form of evaluation will the teacher, the archaeologist, and the students use, and what information will they seek?

Tips For Discoveries: Hey, Look What I Found!*

Finding an artifact on the ground is perhaps one of the most exciting moments in archaeology. Even seasoned archaeologists still feel the "thrill of discovery" when they find an "arrowhead" lying just where it was left thousands of years ago.

But with discovery comes responsibility. For an artifact to mean anything in archaeology, it is essential that archaeologists document where it was found and what it was found with. If an artifact is simply picked up and taken away, it loses its association or "context"—and the information that the artifact might tell about the past is lost. With the removal of the artifact, the site from which it was taken is also damaged. Think about a book from which, each year, someone removes a page. After a while, the story the book tells no longer makes any sense.

Because archaeological sites on public land are protected under state and federal laws, it is important to know whose land you are on. When you find prehistoric or historic artifacts, "finders-keepers" is seldom the rule. Removing artifacts from federal and state land without a permit is illegal under the National Archaeological Resources Protection Act and the Montana State Antiquities Act. And in Montana, if you find objects on private land, those objects belong to the landowner. You should respect the right of landowners (public or private) to control who is on their land and whether any artifacts are removed from it. Montana also has a human burial protection law (Montana Human Remains and Burial Site Protection Act) that protects all human burial sites—marked and unmarked—from willful disturbance, on both public and private land.

So, what should you do if you find an "arrowhead" on the ground? The simplest and best thing to do is enjoy the arrowhead and then put it back where you found it. If you want, you can tell the landowner about what you found. Federal and state land-managing agencies have archaeologists on staff who would like to hear about your discoveries. And after checking them out, they would be happy to tell you more about the artifacts you found. In making your report to such an agency, it can be useful if you draw a picture or take a photograph of the artifact. You might also want to draw a map of exactly where you saw it. To help archaeologists find the artifact again, you can measure its distance and direction from some prominent landmark like a sign or a large rock. A private landowner may let you keep what you found. Professional archaeologists, however, do not keep artifacts for themselves. They catalog and add artifacts to public collections that are researched and may be put on display in a museum where everyone can see them and learn from them.

You should never dig for artifacts. This is called "pothunting" or "looting" and destroys an archaeological site

very quickly. Even an archaeological excavation changes a site forever. This is why archaeologists carefully record what they dig and where they find buried artifacts. With proper archaeological excavation, it should be possible to reconstruct in the laboratory exactly where each artifact was found in the ground. This is what tells us how old artifacts are, how they were used, and what stories they can tell us about the ancient people who made them.

* *From Mark Baumler, State Archaeologist, Montana Historical Society.*

ARCH JOURNALS

Before they begin to work on a theme, students should create an **Arch(aeology) Journal** so they can keep most of their written material in one location. Then they will be able to refer back to information they learned in previous lessons. And they may want to use the information they've collected in their journals for a culminating activity, such as a book or mural. By reviewing each journal, the teacher is able to assess and evaluate student learning in targeted areas.

Following are four different possible formats for your students' Arch Journals:

- ~ spiral notebook
- ~ loose-leaf paper, with construction paper cover, stapled together
- ~ accordion "book"
- ~ unlined paper folded in half

To choose the most appropriate Arch Journal format, determine how much of *Montana Ancient Teachings* you will be presenting to your class.

NARRATIVES

Each narrative in this curriculum is written to be used by students as hands-on reading material. The writing targets upper intermediate readers. Each narrative contains an opening paragraph designed to help students connect their own experience with the theme and lesson. The narrative then provides background information relating to the lesson question. The narrative may be used before or after the Arch Activity, based on your delivery strategy.

The way you approach each reading lesson should match your teaching style and the needs of your students. Each narrative may be used with the whole group, small groups, or individual students. As students read a narrative, you can have them focus on specific reading and writing skill areas from your curriculum. You may also assign narratives within a theme to groups of students for reading, summarizing, and reporting to the class. Always plan before making a reading assignment.

VOCABULARY

The vocabulary words in each narrative are identified in bold. All vocabulary within a narrative is listed on a separate page that immediately follows the narrative. A **Glossary for Teachers** at the end of the curriculum defines all vocabulary words. Your students should do their best to define each vocabulary word on their own, deriving the meaning from the narrative itself and from readily available reference works—especially dictionaries aimed at their grade and reading levels.

Use the vocabulary to teach specific skills and language development. You can use the vocabulary words to teach pronunciation, syllabication, definition in context, and sentence writing. Review your curriculum needs to design your vocabulary lesson. Students may do the entire list, or break into groups to share the list.

ARCH(AEOLOGY) ACTIVITIES

Many of the Arch Activities in *Montana Ancient Teachings* are taken or adapted from other archaeology education curriculum projects nationwide. These activities have proven to be successful in engaging students and effectively helping them learn basic principles identified with each theme and lesson.

Although most of the Arch Activities in this curriculum are complete and doable with common materials available at home or in the classroom, there are some that require work with archaeological materials—either replicas or pictures of real artifacts. Some illustration sheets are included within the curriculum. The Montana Historical Society has also developed several traveling artifact kits that readily complement the lessons and activities in this curriculum. You can obtain current information on the availability of these by contacting the Montana Historical Society Education Office, Helena (406-444-4794).

We also encourage you to find and use depictions of archaeological artifacts and sites in books, magazines, and newspaper articles. These or your own creations can be applied to some of the activities that involve examining artifacts (e.g. Lesson 3A—Arch Activity: Tool Time). Additional valuable sources for activities and other enrichment materials currently available from organizations can be found in the **Montana Archaeology Education Resource Catalog.**

THE MONTANA ARCHAEOLOGY EDUCATION RESOURCE CATALOG

This catalog offers everything you wanted to know about where to find help in teaching archaeology and Montana prehistory!

As part of the *Montana Ancient Teachings* Project, the Montana Historical Society has compiled a listing of available resources to assist in the teaching of archaeology in Montana schools. The resulting catalog contains detailed descriptions of what is available and how to obtain these resources. Included are curriculum packages, traveling trunks, audio-visual materials, exhibits and parks, visiting speakers, reading lists, and a variety of contact persons. Many of these resources will complement and greatly enrich the *Montana Ancient Teachings* curriculum.

You can obtain copies of the *Montana Archaeology Education Resource Catalog* from the Montana Historical Society Education Office, Helena (406-444-4794). You may also view the updated catalog on the Montana Historical Society's homepage (http://www.his.state.mt.us) by clicking on "Preservation." Check it out!

ASSESSMENT AND EVALUATION

Included here is a sample chart you may use as a possible tool for assessment and evaluation. The chart—in this case, for Theme 1—is designed so that teachers can list student names and record a grade for each lesson in a theme. The lessons are broken down by **Narrative**, **Vocabulary,** and **Arch Activity**.

When embarking upon a lesson, determine the criteria for the lesson's grade and inform students of the criteria. You can then grade each student's **Arch Journal**, or other worksheets, according to your criteria.

Example: Students are working on the vocabulary within a lesson. You have taught syllabication. The assignment is to break each word into its syllables, either on the vocabulary worksheet or in the Arch Journal. When the students have completed their work, you grade according to plan.

Cooperative Learning

You can assess and evaluate your students' cooperative skills in groups of varying size by having them engage in cooperative learning. Have different students perform the separate roles of writer, illustrator, reader, materials manager, and presenter when they work on the Arch Activities associated with lessons. Determine criteria for each role, assign a student to each role, and complete the activity. Further develop this strategy, and add your own ideas to suit your students' needs. Some of the Arch Activities that have specific assignments are:

Lesson 1A—Arch Activity
The Mystery of the Missing Pages

Lesson 1D—Arch Activity
The Importance of the Past

Student Products

By incorporating independent student products into the Arch Activities in this curriculum, you can come up with a variety of ideas for assessment and evaluation. The product list for independent study included here is just an example. Add your own ideas!

Product List for Independent Study

(S. Brown, Engine-Uity, Ltd. 1996)

Advertisement
Annotated bibliography
Art gallery
Batik
Biography
Blueprint
Board game
Book cover
Bulletin board
Card game
Celebrity cards
Ceramics
Charcoal sketch
Chart
Choral reading
Cinquain
Coins
Collage
Collection with illustration
Collection with narrative
Comic strip
Computer program
Crossword puzzle
Costume
Dance
Debate
Detailed illustration
Diary
Diorama
Display
Drama (comedy, tragedy, melodrama, etc.)
Dramatic monologue
Dramatic set design
Editorial
Elegy
Etching
Experiment
Experiment record
Fable
Fact file
Fairy tale
Family tree
Filmstrip
FIRST sheet
Glossary
Graph
Graphic design
Greeting card
Guest speaker
Haiku
Illustrated story
Journal
Labeled diagram
Large scale drawing
Lecture
Letter
Letter to the editor
Lesson
Limerick
Line drawing
Magazine article
Map
Map with legend
Mobile
Model
Monograph
Montage
Movie
Mural
Museum exhibit
Musical composition
News report
Newspaper article
Novella
Oil painting
Oral report
Package for a product
Pamphlet
Pantomime
Paper weight
Pattern with instructions
Photo essay
Photographs
Picture dictionary
Picture story
Poem
Poster
Pottery
Puppet
Puppet show
Radio show
Reader's Theater
Reference file
Relief map
Rubbing
Sand-casting
Science fiction story
Scrapbook
Sculpture (soap, metal, clay, wire, junk, etc.)
Short story
Silk screening
Skit
Slide/tape presentation
Small scale drawing
Song
Songs (collection)
Sonnet
Stencil
Stitchery
Survey
Taped recording
Terrarium
Textbook
Time line
Transparency
Travelogue
TV documentary
TV newscast
Video game
Vocabulary list
Watercolor painting
Written report

THEME 1
MONTANA ANCIENT TEACHINGS
Assessment and Evaluation form

Student	**1A narrative**	**1A vocab.**	**1A act science**	**1A act writing**	**1A act reading**	**1B narrative**	**1B vocab.**	**1B act history**	**1B act math**	**1B act writing**

THEME 1
MONTANA ANCIENT TEACHINGS
Assessment and Evaluation form

Student	**1C narrative**	**1C vocab.**	**1C act science**	**1C act writing**	**1C act math**	**1C act critical thinking**	**1D narrative**	**1D vocab.**	**1D act history**	**1D act writing**