

## Context Cards II: A Site in a Bag

Grade Level	Grades 4-6	Duration	50 minutes
Overall Goals of the Lesson	Through a combination of independent seat work and informal classroom presentations students will be challenged to think like an archaeologist and try to determine which “site in a bag” belongs to which classmate.		
The Ontario Curriculum 2013 Social Studies Grades 1 to 6	<b>Overall Expectations</b>		
	<p>Grade 4 – Strand A  <b>A2. Inquiry:</b> Use the social studies inquiry process to investigate ways of life and relationships with the environment in two or more societies (3000 BCE-1500 CE), with an emphasis on aspects of the interrelationship between the environment and life in those societies.</p> <p>Grade 5 – Strand A  <b>A2. Inquiry:</b> Use the social studies inquiry process to investigate aspects of the interactions among and between First Nations and Europeans in Canada prior to 1713 from the perspectives of the various groups involved.</p> <p>Grade 6 – Strand A  <b>A1. Application:</b> Assess contributions to Canadian identity made by various groups and by various features of Canadian communities and regions.  <b>A2. Inquiry:</b> Use the social studies inquiry process to investigate different perspectives on the historical and/or contemporary experience of two or more distinct communities in Canada.</p>		
Required Materials	<ul style="list-style-type: none"> <li>• Brown paper bags (one per student)</li> <li>• Five objects (supplied by each student from home or their desk) or Bags pre-filled with select objects.</li> <li>• Context Cards II – Student worksheet (one per student)</li> </ul>		
Prerequisites	<p>This lesson will work best if students did the Context Cards I lesson first. If timing will not allow for both lessons, this lesson may be done on its own. Students will be instructed to bring in any five items from home that are important or meaningful to them. Valuable items are not preferred, as another classmate will be given their items for the classroom activity. These objects must be small enough to fit into a brown paper bag. Students are not to disclose their objects to one another, as this activity works best if the objects are kept a secret.</p> <p>Alternatively, the teacher can provide bags filled with different objects for the students either individually or for group work.</p>		



Introduction	<p>The teacher will hold up a hockey jersey and ask the class to think about what inferences we can draw about the person who owns this item (i.e., what sport they enjoy watching, what team they like, etc.). The teacher will then add an MVP hockey trophy to the discussion, and ask what can we learn about this individual now? What if the teacher were to add purple nail polish? Can we conclude that these objects belong to a young female athlete who excels at playing hockey? The items and objects that we chose to own have the power to reveal a lot about us to another person. They are clues to how old we are, our interests, our passions, and are all the more meaningful when they are analyzed together, and not individually.</p>
Main Activity	<p>Students will be challenged to make similar conclusion about a fellow classmate (or the owner of the bag if provided by the teacher) based solely upon the five random objects in their “site in a bag.”</p> <ol style="list-style-type: none"> <li>1. The teacher will collect all the brown paper bags the students had prepared as homework (see prerequisites listed above) and/or distribute one bag to each student (group of students) at random.</li> <li>2. Students will be given time to examine each item in the “site in a bag” and answer questions about them. At the end of the worksheet they will have to guess who the objects in the bag belonged to.</li> <li>3. Is anyone confident enough to share their conclusion with the class? Did one object give away who the bag belonged to? Was a bag particularly challenging? Why?</li> <li>4. Artifacts and context help archaeologists piece together the story of how people lived in the past. A piece of jewelry will have a very different meaning depending on whether it is found in a garbage pile, or if it was found buried alongside a body. Where the object is found is called context. Context helps give archaeologists more understanding of the artifacts they have uncovered.</li> </ol> <p>*Looking for a challenge for older grades? Have students select fewer than five items to put in their “site in a bag.” With less context and fewer objects to draw their conclusions from, students experience the challenge archaeologists face when drawing similar conclusions.</p>
Follow up Lessons and Activities	<p>This lesson is designed to complement the lesson entitled “Context Cards I.”</p>

<p>Suggestions for Pre-Filled Bags</p>	<p>Pirate: Eye patch; Parrot feather; Gold coin; Buckle; Pirate flag (skull and bones)</p> <p>Archaeologist: Trowel; Toothbrush; Tape measure; Paintbrush; Pencil</p> <p>Scientist: Safety goggles; Measuring cup; Eye dropper; Magnifying glass; Disposable gloves</p> <p>Child: Toy car; Toy soldiers / doll; Action figures / stuffed animal; toy dinosaur; ball</p> <p>Baby: Pacifier; stuffed toy; alphabet block; rattle; sock</p>
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## Context Cards II – Site in a Bag

Name the Item	What does this item tell you about the person?

What final conclusions can you make on the person who these items belong to?