

# Archaeology of the Longhouse

*Grades 5-8, Available Year Round*

*(Life-size longhouse activity weather permitting)*

## OVERVIEW & PURPOSE

Through archaeology, we can explore how longhouses were built and used in the past and learn about the people who created them. This program will focus on building structures, planning and mapping, and the archaeological process.

## COMPONENTS

1. Grade-specific gallery tour
2. What is archaeology and artifact handling
3. What is a longhouse workshop
4. Archaeology and the longhouse activity booklet
5. Plotting and planning
6. Laying out a life size-longhouses
7. Building small-scale longhouses

## SAMPLE SCHEDULE

**For a 4 hour - Full Day version:**

Time:	Activity:
10:00	<b>Grade-specific gallery discussion</b> (Incorporated in all programs, this component will be tailored to the grade as well as the focus of the chosen program and introduces students to Ontario's Indigenous people as well as the plants, animals and other resources available over time).
10:30	<b>Artifacts</b> - Includes an introduction to archaeology and how it works.
11:00	<b>What is a longhouse workshop</b> – Will introduce students to what daily life was like for First Nations peoples in longhouses. Will include a tour of the reconstructed longhouse and may include a virtual reality demonstration.
11:30	Lunch

12:00	<b>Archaeology and the Longhouse activity booklet</b> – students will learn how archaeologists uncovered longhouses and how they excavate such sites. Students will each receive their own Archaeology and the Longhouse activity booklet to complete and take home.
12:30	<b>Plotting and Planning</b> – Students will have the opportunity to plot out and plan their own excavation sites following the practices and procedures of real archaeologists. These plans will be used to help assemble a miniature longhouse model, as well as a life-size longhouse floor plan.
1:00	<b>Laying out a life-size longhouse</b> – students will measure and map out a life-size longhouse floor plan, focusing on the locations of the 3 main archaeological features (post molds, pits and hearths).
1:30 - 2:00	<b>Building small-scale longhouses</b> – Students will construct miniature longhouses utilizing floor plans they have created themselves.

(For a 2 hour - Half Day program teachers can choose 4 of the above components. If combining classes, please choose the same components).

## CURRICULUM CONNECTIONS

### GRADE 6

- Social studies
  - Explain how built, physical and social features of communities contribute to identity (geography/landscape, nature, culture, religious beliefs, political, climate, wildlife, buildings, etc.)
- Math
  - Measuring using metric units
  - Square metres, volume, size
  - Measuring angles
  - Constructing polygons
  - Representing figures using isometric figures
  - Plotting points on plane
  - Constructing 3D figures from drawings
  - Solving equations using concrete materials
  - Read, describe, interpret data
- Science
  - Biodiversity
    - Effects of human activities on biodiversity
    - Different points of view
    - Benefits that human societies derive from biodiversity
      - Food, clothing, building
    - What happens when biodiversity is diminished
  - Following safety procedures for outdoor activities and fieldwork
  - Using research skills
  - Use a variety of forms to communicate to different audiences
  - Ways biodiversity within and among communities is important for resilience of communities

### GRADE 7

- Science

- Design and construct a model ecosystem
- Describe ways in which human activities alter environment
- Describe aboriginal perspectives on sustainability and describe ways in which they can be used in habitat and wildlife management
- Evaluate important factors that could be considered in designing building structures and devices to meet specific needs
- Design, construct, use physical models to investigate the effects of various forces on structures
- Evaluate factors that determine ability of structure to support a load
- Use technological problem-solving skills to determine the most efficient way for structure to support a load
- Using correct terminology (truss, beam, ergonomics, etc.)
- Solid, skeletal and shell structures