

# Archaeology of the Longhouse

*Grades 5-8, Available Year Round*

## 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. Laying out a longhouse
5. Plotting a longhouse like an archaeologist
6. Building small-scale longhouses
7. Archaeology focused scavenger hunt (if time permitting)

## SAMPLE SCHEDULE

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

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>Longhouse archaeology</b> – students will learn how archaeologists excavate and study longhouse sites.

12:15	<b>Laying out and plotting a longhouse</b> – Students will have the opportunity to layout out their own excavation sites and then follow the practices and procedures of real archaeologists. Students will measure and map out their longhouse floor plan, focusing on the locations of the 3 main archaeological features (post molds, pits and hearths).
1:00-	<b>Building small-scale longhouses</b> – Students will use their engineering skills to construct miniature longhouses using the plans they created themselves.
1:45 - 2:00	<b>Archaeology Scavenger Hunt</b> – Students will solidify their understanding of archaeology, its processes, and significance while exploring the MOA Galleries.

Max. 50 students (or two classes) - Due to the nature of this program it cannot accommodate a larger group.

## CURRICULUM CONNECTIONS

### GRADE 5

- Social studies
  - A.Heritage and Identity: Interactions of Indigenous Peoples and Europeans prior to 1713, in what would eventually become Canada
  - A2.1 formulate questions to guide investigations into aspects of the interactions among Indigenous peoples, among Europeans, and between Indigenous and European people in what would eventually become Canada, from the perspectives of various groups involved
  - A2.3 analyse and construct maps as part of their investigations into interactions among Indigenous peoples, among Europeans, and between Indigenous and European people in what would eventually become Canada
  - A2.4 interpret and analyse information and evidence relevant to their investigations, using a variety of tools
  - A2.5 Evaluate evidence and draw conclusion about aspects of the interactions among Indigenous peoples, among Europeans, and between Indigenous and European people in what would eventually become Canada during this period, highlighting the perspectives of the different groups involved
- Science
  - Understanding Matter and Energy: Properties of and Changes in Matter
    - 3.2 Identifying properties of solids, liquids, and gases (Limited, but covered throughout the construction of longhouses, re: methods, materials, and shapes).
- Mathematics
  - Measurement Attributes, Units, and Measurement Sense
    - Measurement Relationships
    - Geometry and Spatial Sense
    - Location and Movement

### 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