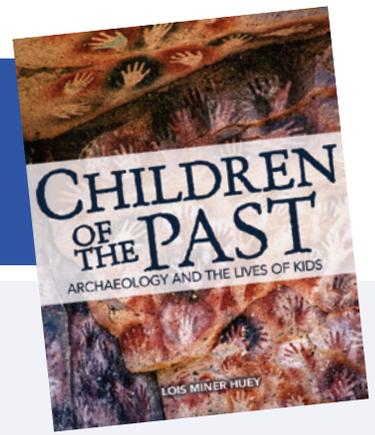


## Teaching Guide

# Children of the Past: Archaeology and the Lives of Kids



Reading Level: Grade 5

Subject: Social Studies

### Materials

- a book for each student
- a whiteboard or chart paper
- pencils or pens
- paper
- *Children of the Past* Activity (p. 3 of this guide)

### Reading Standards

- **CCSS.ELA-LITERACY.RI.5.1:**  
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **CCSS.ELA-LITERACY.RI.5.3:** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

### Targeted Reading Strategy

Connect to background knowledge.

**Academic vocabulary:** apprentice, chert, flint, knapper, landfills, plantation, radiocarbon dating

## Before Reading

### Build Background Knowledge

- Ask students what they know about archaeology. What do archaeologists do? Why is it important for us to study the past? After this discussion, inform students that they will be reading a book showing how archaeology has given us information about what life was like for kids throughout history.
- Introduce students to the text by quickly skimming the book as a group. Identify the front cover, table of contents, glossary, index, notes, and bibliography. Ask students to identify how they will use these text features to help them read and understand the book. After students have had a chance to explore the text briefly, ask them to make predictions about what they expect to learn from the book.

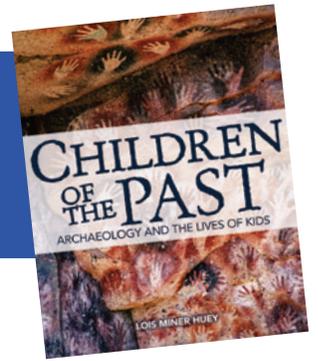
### Skill Introduction

- Inform students that they will be practicing how to connect what they read with their own background knowledge. Remind students that a person's background knowledge comes in many forms. It comes from personal experiences, memories, and feelings, and it also grows out of what a person has already learned, read, or listened to. Ask students to share ideas about why connecting a text to background knowledge helps in the reading process.
- Read the book's introduction and chapter 1, "Cave-Roaming Kids," as a group. Choose a short passage of this excerpt to read with the group that will allow you to perform a think-aloud demonstrating how to connect a text to your background knowledge. After reading this section, model how to make connections to several different kinds of background knowledge (personal experiences, memories and feelings, previously learned or read information, etc.). Use sentence starters like the following for modeling:
  - This reminds me of \_\_\_\_\_.
  - This makes sense to me because \_\_\_\_\_.
  - There's something on page \_\_\_\_ that seems familiar to me. This is what I think I remember about it: \_\_\_\_\_.
  - I've learned something about this subject before. Here's what I already know: \_\_\_\_\_.

**LEARNER  SOURCE™**

## Teaching Guide

# Children of the Past: Archaeology and the Lives of Kids



## During Reading

### Check for Understanding

- Ask students to read chapter 2, "Hunter-Gatherer Kids," independently. Students should try to find at least two places in this section that they can connect to their own background knowledge. Students may use sentence starters such as the above to help them make their connections. Students should record their connections on a sheet of paper. Circulate around the room while students are reading, reteaching the skill when necessary.
- When all students have finished, ask for volunteers to share some of the connections they made. After students share, ask the class how making connections helps them understand what they're reading.
- Have students read the remainder of the book independently, using the skill of connecting the text to their background knowledge to help them understand as they read.

## After Reading

### Response to Text

- After students have read the entire book, bring the group together to discuss what they have learned. Use questions such as the following to lead the discussion:
  - Which section of the book did you find most interesting? Why?
  - Why is archaeology important? What does it help us to understand?
  - We read about how archaeology has revealed information about how historical children lived. What are some similarities between their lives and yours? What are some differences?

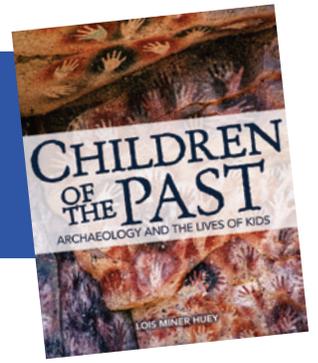
### Word Work

- Write the word archaeology on the board or on chart paper. Split the class into two teams. Ask the teams to make as many words as they can, using only the letters in *archaeology*. The team with the most correctly spelled words wins.

### Extension Activity

- Pass out copies of the *Children of the Past* Activity handout (p.3 of this guide), and have students complete the exercise.

# Children of the Past: Archaeology and the Lives of Kids



Name: \_\_\_\_\_

## Children of the Past Activity

What tools and objects do you use every day that would give future archaeologists an idea of what your life is like? Use the boxes below to list objects that are important to you, and provide a description of why they are useful or important.

Important object	Why is this object useful or important to you?