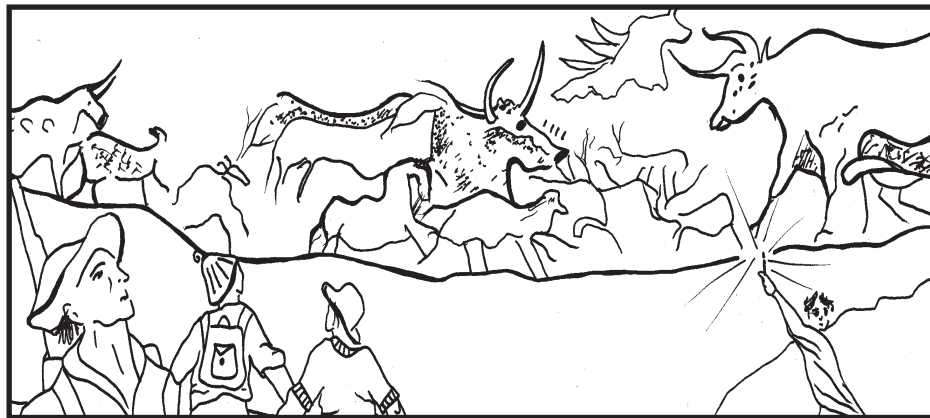


Ancient Civilizations/World History

PreHistory or Early Humankind

E-lesson 1.4 Famous Archaeologists

A free lesson about famous archaeologists



*Written and Produced by Joyce and David Mollet
Learning through an interdisciplinary, integrated approach.*

The Authors

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Tel/fax: (619) 463 1270 E-mail: tei@cox.net URL: members.cox.net/e-lessons

The vast majority of teachers are responsible, committed and dedicated to their students and teaching. Why aren't they empowered and trusted in the USA? Please visit <http://members.cox.net/tei> to view research showing countries where students outperform the USA, where spending is almost paltry compared with the USA, and whose administrative structures are quite different, for example where no testing or formal assessment occurs.



World History/Ancient Civilizations

Details of e-lessons at <http://members.cox.net/e-lessons> (Email David at tei@cox.net)

These e-lessons are based on the Waldorf/WideHorizon Education Teaching Packs: Ancient Civilizations

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<http://members.cox.net/waldorfedu/waldorfeduPages/WorldH.html>

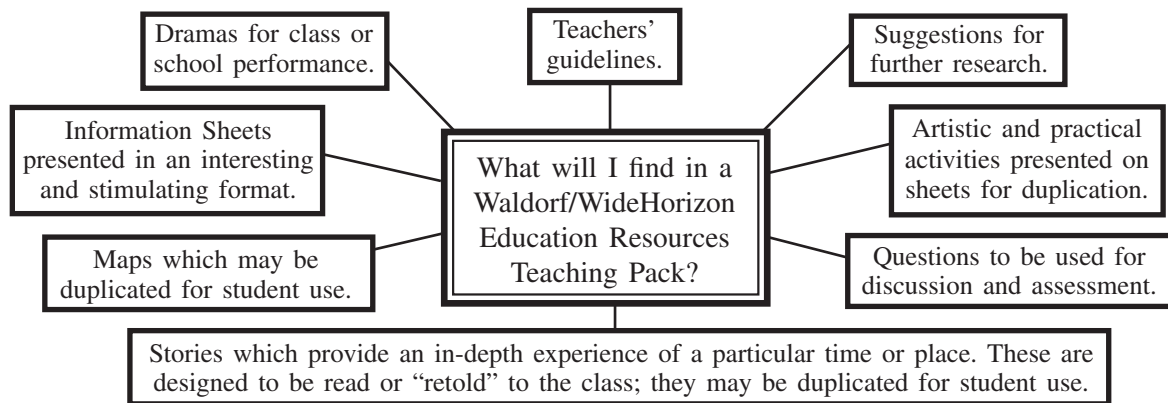
Waldorf Packs also customized to include detailed lessons guidelines and monitoring procedures - published under **WideHorizon Education Resources (9 Teacher Packs)**,

homepage: <http://members.cox.net/waldorfedu/weredu/index.html>

The first number of the e-lessons is based on the numbering of the nine Units (1-9).

Unit 1 Prehistory Unit 2 Mesopotamia Unit 3 Ancient Egypt Unit 4 Ancient Kush Unit 5 Israelites
Unit 6 Ancient Greece Unit 7 Ancient India Unit 8 Ancient China Unit 9 Ancient Rome

15 E-lessons: E-L 1.1 What are historical sources? Information, E-L 1.2 What are historical sources? Activities, E-L 1.3 Archaeology, E-L 1.4 Famous Archaeologists, E-L.1.5 Early Times: Paleontological Discoveries in East Africa, E-L.1.6 How Old Is It?, E-L 1.7 Story of Neanderthals Neândi and Lamud, E-L 1.8 Crô-Magnons, E-L 1.9 Readers Theatre activity about the Crô-Magnons, E-L 1.10 Lascaux Caves, E-L 1.11 Komo, the Storyteller, E-L 1.12 A Story about Çatal Hüyük, E-L 1.13 Houses, Clothing and Transportation in Neolithic Settlements, E-L 1.14 Food, Art and Religion, and Pottery in Neolithic Settlements, E-L 1.15 Review Exercises



The Resource Packs

The Resource Packs are structured to be “user friendly”. Each Unit is organized in modular format so that the teacher can work through it sequentially or selectively. The approach is holistic and interdisciplinary and, when appropriate, strategies or subject matter from other disciplines have been included. There is extensive variation in the material so that it relates to different abilities, interests, aptitudes and temperaments. The Resource Packs are written and organized to be developmentally appropriate. The material is formatted so that there is little need for detailed explanation describing how it should be taught. However for teachers who wish to learn something about our philosophy and approach, a Teachers’ Handbook (usually gratis) is available.

The Student

Elementary school students are not only capable of absorbing information intellectually but also expressing that material through a variety of formats. The approach encourages students to express what they have learned through a variety of creative and artistic formats and written assignments.

Outcomes and Objectives

The approach encourages students to move beyond their own experience in order to understand and respect the efforts of past historical figures. One of the best ways for students to gain this understanding is through autobiographical and biographical stories (and dramas). Students instinctively relate and empathize with figures of the past through stories. Many stories and dramas are provided from which students are able to imaginatively construct the past. Controversial issues are dealt with objectively and non-judgementally, and in the context of their time and place.

What is the story of humans on this planet?

One important tenet of our philosophy is to convey to students how the human race has, throughout history, overcome enormous odds. How the human spirit has struggled against adversity, been involved in failure and disappointment, but also achievement and success.

What is the essence of this spirit? In part it is concerned with attitudes and motivation, in part with values and beliefs. It is concerned with honor and integrity as well as deviousness and cunning; with sacrifice and love of fellow human beings. Students need to learn the achievements of their ancestors, their mistakes (do we inevitably repeat such mistakes?); where they acted selfishly and selflessly.

The Ancient Civilizations

In great part, a study of the ancient civilizations is also a study of different facets of our own nature. Any such study will also describe, if it is to be at all accurate, the religious nature of those societies. From early times the psyche of human beings has felt a profound need for the religious. We have attempted to be accurate in our descriptions of those societies and the part played by different institutions including the religious.

Conclusion

We believe that students want to learn, and given the right structure, methodology and content, they will. If learning occurs in a purposeful and appropriate manner, self-confidence and self-esteem will be increased - our material is structured for this to occur. We strive continually to improve the material and welcome constructive comment and criticism.



Famous Archaeologists

- In this activity you will work with a partner.
- Your goal, together with the rest of the class, is to write and publish a book.
- The title of the book will be *Archaeologists and their Contributions*.
- Each pair of students will contribute one page of the book.

Step 1

- Select the name of one archaeologist from the list provided.
- Gather information on:
 1. The archaeologist's nationality
 2. Dates (Birth and Death)
 3. The location where he/she worked
 4. The form and method of his/her excavation
 5. A little about the discoveries
 6. A conclusion regarding his/her contribution to our present day knowledge
- Prepare a one page report using the information gathered.
- Try to include some illustrations where appropriate.

Step 2

1. Keep a record of all the special words used in your report. Arrange them in alphabetical order. Write a short definition of each word. Keep it ready in order to include the words into a **glossary** for the class book.
2. Keep a record of all the subject matter covered in the report. Write these words down and arrange them in alphabetical order.

Keep the record ready to include in the **index** of the class book.

3. Keep a record of all the books used when carrying out research.

The following example shows how to present the record of the book.

Daniel, Glyn, *A Short History of Archaeology*, New York, 1981

Together with the rest of the class you will create a:

- contents page;
- index;
- glossary;
- bibliography;

Examine a book and find the location of each, and the way each is presented.

List the sources in alphabetical order according to the author's surname. Keep the record ready to incorporate into the **bibliography** of the class book.

Step 3

Your teacher will bring the class together in order to:

1. Prepare a **contents page** for the class book.

Organize your reports in

alphabetical order according to the surname of the archaeologist.

Number the pages of each contribution before continuing.

2. Prepare an **index** for the book. Arrange the subject matter alphabetically. Work together to eliminate any duplication of words. Make sure that you record the number of every page on which an entry appears.
3. Prepare a **glossary** for the book. Combine the words from all class members into one list and present them alphabetically.
4. Prepare a **bibliography**. Combine all the books used by class members into one list. Organize the list in alphabetical order in order to eliminate any duplication.

Step 4

- Your teacher will bind the book and display it.
- You might each want to submit a sample page for the cover of the book and take a class vote on which cover should be chosen.



List of Archaeologists

List for duplicating, and keeping a record of students' choices.

Names of Students

Bell, Gertrude, b. July 14, 1868, d. July 12, 1926.....
English traveler, author, and archaeologist, traveled and studied in the Middle East. During World War I, she was a British intelligence agent in Cairo and Basra.

Botta, Paul Emile, b. Dec. 6, 1802, d. Mar. 29, 1870.....
French archaeologist remembered chiefly for his discovery of the palace of the Assyrian king Sargon II at Khorsabad in 1843.

Breasted, James Henry, b. Aug. 27, 1865, d. Dec. 2, 1935.....
American Egyptologist, historian, and archaeologist - organized a major epigraphic survey of endangered inscriptions.

Breuil, Henri Edouard Prosper, b. Feb. 28, 1877, d. Aug. 14, 1961 ...
French archaeologist who became known as the father of prehistory.

Carter, Howard, b. May 9, 1873, d. Mar. 2, 1939
English Egyptologist responsible for the discovery of the tomb of King Tutankhamen.

Clark, John Grahame Douglas, b. July 28, 1907
English archaeologist, pioneered in the use of ecological studies as an aid in understanding how prehistoric cultures adapted to their environment.

Evans, Sir Arthur John, b. July 8, 1851, d. July 11, 1941.....
English archaeologist who excavated the palace at Knossos, in Crete, and was a leading authority on that island's Bronze Age civilization, which he named Minoan.

Fiorelli, Giuseppe, b. June 8, 1823, d. Jan 28, 1895
Italian archaeologist best known for his excavations of Pompeii.

Garstang, John, b. May 5, 1876, d. Sept. 12, 1956
British archaeologist who excavated with Sir Flinders Petrie in Egypt.

Kenyon, Kathleen Mary, b. Jan. 5, 1906, d. Aug. 24, 1978
British archaeologist who conducted extensive excavations at Jericho, Jerusalem, and other sites in the Near East.

Kidder, Alfred Vincent, b. Oct. 29, 1885, d. June 11, 1963 American archaeologists who worked in the southwestern United States and later in Mesoamerica and developed the first truly systematic approach to American prehistory.

Names of Students

Layard, Austen Henry, b. Mar. 5, 1817, d. July 5, 1894
Renowned English traveler, archaeologist, art collector, and politician, excavated at various ancient sites, including Nimrud.

Mallowan, Sir Max Edgar Lucien, b. May 6, 1904, d. Aug. 19, 1978
British archaeologist best known for excavations at the Mesopotamian sites of Ur.

Marshall, Sir John Hubert, b. Mar. 19, 1876, d. Aug. 17, 1958
English archaeologist discovered the prehistoric Indus civilization of the Indus Valley.

Petrie, Sir William M. Flinders, b. June 3, 1853, d. July 28, 1942
Outstanding excavator in Egypt and leading innovator of scientific methods in excavation.

Pitt-Rivers, Augustus H. Lane-Fox, b. Apr. 14, 1827, d. May 4, 1900
British archaeologist who pioneered modern excavation techniques calling for precise digging and recording.

Rawlinson, Sir Henry Creswicke, b. Apr. 11, 1810, d. Mar. 5, 1895
Conducted archaeological excavations in Mesopotamia and provided the key to deciphering the cuneiform script.

Schliemann, Heinrich, b. Jan. 8, 1822, d. Dec. 26, 1890
German archaeologist best known for his excavations at ancient Troy and Mycenae.

Thompson, J. Eric, b. Dec. 31, 1898, d. Sept. 9, 1975
English archaeologist with the Carnegie Institution of Washington, D.C., from 1935 to 1958, was one of the world's foremost authorities in deciphering Maya hieroglyphs.

Wheeler, Sir Mortimer, b. Sept. 10, 1890, d. July 22, 1976
British archaeologist noted for his excavations of Roman and pre-Roman Britain and for his research in India into the early civilization of the Indus Valley.

Woolley, Sir Charles Leonard, b. Apr. 17, 1880, d. Feb. 22, 1960
A brilliant British field archaeologist - excavated various sites in the Middle East.

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