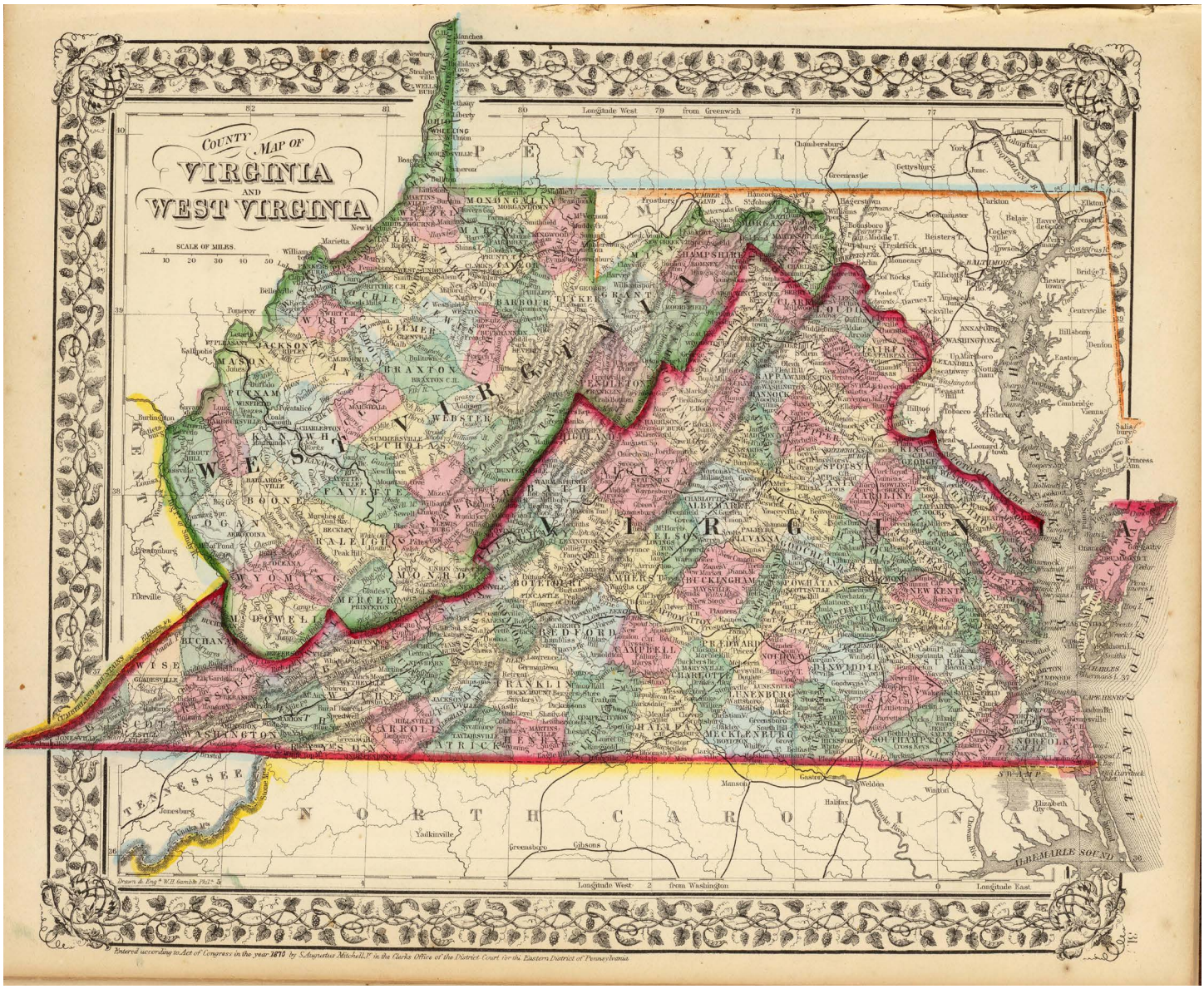
Exploring Virginia

Teacher's Exhibit Guide



Virginia Museum of
NATURAL HISTORY

The Virginia Museum of Natural History (VMNH) is an agency of the secretary of Natural Resources for the Commonwealth of Virginia. VMNH is accredited by the American Association of Museums and is a member of the Association of Science-Technology Centers, Southeastern Museums Conference, Natural Science Collections Alliance, Virginia Association of Museums, Museum Store Association, and the Virginia Association of Science Teachers. The VMNH Foundation is a 501 © 3 nonprofit organization.

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Technical assistance provided by Margaret Fey,
New College Institute.

Contents

General Exhibit Overview 1

Part 1: *Virginia Explorers* Intro 2

Correlated Standards 3

Suggested Resources 4

Part 2: *Exploring Archaeology* Intro 5

Correlated Standards 6

Archaeology Activity 7

Terms to Know 9

Overview of the Exhibit

The Virginia Museum of Natural History welcomes you to the *Exploring Virginia* exhibit. The exhibit is broken into two parts – *Virginia Explorers* and *Exploring Archaeology*. These exhibits use artifacts, short videos, 3-D interactive materials, graphics, and hands-on activities to engage visitors as they learn about early Virginia explorers and archaeology. The Virginia Explorers part goes beyond John Smith to feature lesser known explorers from Virginia's early history and the landscapes and natural resources they encountered. Exploring Archaeology presents another way to explore, but in this case, the journey takes us to the past. This exhibit shows the process that archaeologists use to recover and interpret artifacts.

The *Exploring Virginia* exhibit is now open at the Virginia Museum of Natural History.

EXPLORING VIRGINIA

Virginia Explorers Introduction

Early explorers of Virginia, like John Smith, provided important information about the land, animals, and people that Virginia colonists encountered. This exhibit introduces visitors to Bartholomew Gosnold, John Lederer, and "Batts and Fallam." Gosnold was a stock holder in the Virginia Company of London that financed the journey to the New World. He was the ship captain of the Godspeed, which helped carry the original Jamestown settlers in 1607. Batts and Fallam explored the area beyond the Appalachian Mountains in 1671 and discovered the New River. John Lederer was hired by colonial governor William Berkeley in 1669 to lead another expedition into the Appalachians. Primary source materials in the exhibit include excerpts from their journals, as well as maps produced after their return. Students will see tools that helped explorers to navigate and some of the 400-year items that these men would have carried with them in their travels. Virginia Indians were vital to the success of these explorations. Visitors can sit in a dugout canoe and step inside a recreated dwelling to experience life from the Native American past.

Virginia Correlated Standards for *Virginia Explorers*

History and Social Science Standards of Learning (2008)
K.1, K.2, K.3, K.4, 1.1, 1.4, 2.2, 2.4, 2.5, 2.6, 2.7, 2.8, 3.3, 3.5, 3.6, VS.1, VS.2, VS.3, VS.6, USI.1, USI.2, USI.3, USI.4, USII.1, USII.2

Science Standards of Learning (2010)
K.1, K.10, 1.1, 1.5, 1.8, 2.1, 2.5, 3.1, 3.2, 3.4, 3.5, 3.6, 3.10, 4.1, 4.5, 4.9, 5.1, LS.8, LS.9

Suggested Resources for* Virginia Explorers *exhibit

Literature:

Bowler, Ann. Adventures of the Treasure Fleet: China Discovers the World. Tuttle Publishing, 2006.
(Recommended for Kindergarten – 4th grade).

Conrad, Pam. Pedro's Journal: A Voyage with Christopher Columbus. Scholastic, 1992.
(Recommended for 3rd grade – 6th grade).

Dorris, Micheal. Morning Girl. Disney-Hyperion, 1999.
(Recommended for 3rd grade and up).

Dreher, Diane Sansevere. Explorers Who Got Lost. Tor Books, 1992.
(Recommended for 3rd grade – 6th grade).

Goodman, Joan Elizabeth. Beyond the Sea of Ice: The Voyages of Henry Hudson. Mikaya Press, 1999.
(Recommended for 4th grade – 7th grade.)

Maestro, Betsy, and Maestro, Guilio. Exploration and Conquest. Harper-Collins, 1997.
(Recommended for 3rd grade – 6th grade).

Maestro, Betsy, and Maestro, Guilio. The Discovery of the Americas. Lothrop Lee & Shepard, 1992).
(Recommended for 3rd grade – 6th grade).

Sis, Peter. Follow the Dream: The Story of Christopher Columbus. Knopf Books for Young Readers, 1991.
(Recommended for 2nd grade – 4th grade).

Yolen, Jane. Illustrated by David Shannon. Encounter. HMH Books for Young Readers, 1996.
(Recommended for 2nd grade – 5th grade).

Web Sites:

Jamestown Online Adventure. This interactive game allows students to play the role of the Captain of the Jamestown colony. They must make choices about food, health, wealth, and morale as they establish the colony. Students can rely on advice from a fellow colonist, a Virginia Indian guide, or the Virginia Company of London charter instructions. http://www.jamestown2007.org/kids.cfm

Virginia: Facts, Maps, and State Symbols. http://www.enchantedlearning.com/usa/states/virginia/

Virginia Places. http://www.virginiaplaces.org/

Voyage to Virginia from the Jamestown – Yorktown Foundation. Booklet designed to give students an *Overview of 17th-century navigation technology and life at sea for crew and passengers.* http://www.historyisfun.org/PDFbooks/Voyage_to_Virginia.pdf

Weldon Cooper Center for Public Service. http://www.coopercenter.org/ Maps of Virginia.

Exploring Archaeology Introduction

This exhibit shows the variety of ways that archaeologists work here in Virginia and around the world. This exhibit presents opportunities to view artifacts from archaeological sites, including ones recovered from Jamestown and the boyhood home of George Washington. Visitors can interact with a 3-D excavation site to experience archaeology first-hand. The exhibit contains a number of "touchable" replicas and original objects to give students a hands-on experience. In several interactive areas, students can try to identify different types of artifacts, giving them an idea of some of the challenges that archaeologists face when interpreting objects from the past. Visitors also see what happens after the excavation is complete, with scenes from the field and the laboratory.

Virginia Correlated Standards for *Exploring Archaeology*

History and Social Science Standards of Learning (2008)
K.1, K.2, K.3, K.4, 1.1, 1.4, 2.2, 2.5, 2.6, 2.7, 3.3, 3.5, 3.6, VS.1, VS.2, VS.3, USI.1, USI.3, USII.1

Science Standards of Learning (2010)
K.1, K.10, K.4, K.7, 1.1, 1.5, 1.8, 2.1, 2.5, 3.1, 3.4, 3.5, 3.6, 3.10, 4.1, 4.5, 4.9, 5.1

Suggested Resources for* Exploring Archaeology *exhibit

Literature:

Aronson, Marc. If Stones Could Speak: Unlocking Secrets of Stonehenge. National Geographic Children's Books, 2010. (Recommended for 5th – 8th grade).

Duke, Kate. Archaeologists Dig for Clues. Harper-Collins, 1996. (Recommended for 2nd – 4th grade).

Hartland, Jessie. How Sphinx Got to the Museum. Blue Apple Books, 2010.
(Recommended for 2nd – 4th grade).

Logan, Claudia. The 5,000-Year-Old Puzzle: Solving a Mystery of Ancient Egypt. Farrar, Straus and Giroux. 2002.
(Recommended for 3rd – 5th grade).

MacAulay, David. Motel of the Mysteries. HMH Books for Young Readers, 1979.
(Recommended for 6th and up).

McIntosh, Jane. DK Eyewitness Archeology. DK Publishing, 2000. (Recommended for 4th grade and up).

Web Sites:

An online trash archaeology site: Colonial Williamsburg: Trash Can Archaeology
http://www.history.org/history/argy/kids/argykid2.cfm

How the Fall Line shaped Powhatan's empire.: "Fall Line."
http://www.virginiaplaces.org/regions/fallshape.html.

Identifies and describes museums and historic sites throughout Virginia:The Atlas of Virginia Archaeology.
http://state.vipnet.org/dhr/atlas/va-index.html

Information on Virginia Native Americans: Virginia's First People: Past and Present.
http://virginiaindians.pwnet.org.

Pictures of sample Indian artifacts: http://chumby.dlib.vt.edu/melissa/posters/VAIndiansArtifacts.pdf

Poster showing artifacts from Virginia Indians:
http://chumby.dlib.vt.edu/melissa/posters/vastudiesposter.html

The Archaeological Society of Virginia website has a list of resources on topics including archaeology in Virginia, use of remote sensing devices in archaeology, and sites around the world. www.archeologyva.org
The Library of Virginia. Multiple databases and millions of digital images of text, photographs, and maps.
http://www.lva.lib.va.us/

The Virginia Department of Historic Resources at http://www.dhr.virginia.gov/arch_DHR/WAD.html and/or
http://www.dhr.virginia.gov/pdf_files/Historys_Mysteries.pdf.

Activity for *Exploring Archaeology*

Introduction:

After your visit, you may want to follow-up on the archaeology component of your field trip with this activity. The goal of this activity is to help students to recognize that "things" can provide us with a great deal of information about people. The activity also allows students to use the same sort of problem-solving skills that archaeologists use on the job.
Grade Level: 2nd – 5th

History and Social Science Standards of Learning
2.2, 2.5, 2.6, 2.7, 3.3, 3.5, 3.6, VS.1, VS.2, VS.3
Science Standards of Learning
2.1, 2.5, 3.1, 3.4, 3.5, 3.6, 3.10, 4.1, 4.5, 4.9, 5.1

Learning Objectives:

Students will make and record observations about various items. Based on their observations, students will make inferences about the owners of the items.

Materials:
- 8 "artifacts" from each student
- a paper bag for each student

Procedure:
1. Ask each of your students to bring 8 personal items to school that could provide someone with clues as to who they are (these items could relate to hobbies, family, their age, hometown, school, etc.). In short, the items can be anything that might describe who they are. Emphasize that there should be no names or identification on any of these items, and that the items should be appropriate for a school activity (for example, toy weapons are not allowed).

2. Model the activity for the students by bringing in objects of your own. Show the class each object and describe it for them. For example, show a stapler and an automobile key. Fill in the chart on the following page describing the items.

Adapted from: Riverside, the Farnsley-Moremen Landing
http://www.riverside-landing.org/pre-visit-archaeology-activities/

Item	Observations: Description or drawing	Purpose	Inference about the owner
Stapler	Rectangular, heavy, black, shiny made of metal and plastic	To fasten papers together	This person works with many papers
Car key	Small, made of metal and plastic, black and silver,	To start and operate a vehicle	This person is old enough to drive

Teachers may also allow students with digital devices to photograph the items from different angles as part of recording their observations.

Teachers can include a discussion about the difference between observations (examining an object to see its qualities) and inferences (using observations as clues to understand the item's owner).

3. NOTE: This activity will work best if the student partners do not know each other well. The less familiar the students are with each other, the more they will have to use the objects from the bag to make inferences about their partner.
On the day of the activity, pass out paper bags and ask students to place their 8 items in a bag. Divide the class into appropriate pairs of students and ask each pair of students to exchange paper bags. Ask each student to complete the chart on all of the items from the bag. Then ask students to exchange their observations and inferences to evaluate their partner's accuracy. Were all of the "artifacts" correctly identified? What did they learn about that person?

4. Whole Group Discussion
Archaeologists face a difficult task when they try to understand the lives of ancient people from the artifacts that are recovered from sites. Often the artifacts are broken or incomplete. They can provide valuable clues about the past, but archaeologists must interpret them correctly to form an accurate picture. As a group, discuss the strengths and weaknesses of trying to understand someone from artifacts alone.
- What is the value of archaeology? What did the study of artifacts teach you about a person?
What can the study of artifacts teach you about a culture that you couldn't learn in other ways?
- What are the limitations of archaeology? What didn't you learn about a person by studying artifacts?
What can't you learn about a culture by studying fossils and artifacts?

5. Evaluation
Teachers can use the completed charts to evaluate student responses. Another evaluation method could be to have students work with their partners on a written assignment. Students use their observation charts to describe the new knowledge about their partner gained from the activity.

Terms to Know for the Exhibits

- **Archaeology** – the scientific study of early cultures by excavating sites and interpreting the things that people left behind. Archaeologists study all kinds of material evidence left by people from the past.

- **Artifact** – an item used by people in the past. Artifacts such as arrowheads, pottery, and other tools that have been found tell a lot about the people who lived in Virginia. Items recovered from the site of the Jamestown fort give archaeologists clues about the interactions of the English, Africans, and Indians in early Virginia.

- **Culture** – the attitudes and behavior of a particular society at a certain time and place. Archaeologists use artifacts to better understand the culture of people in the past.

- **Excavate** – to dig in a systematic way.

- **Explorer** – A person who travels seeking new discoveries. England sent explorers to Virginia hoping to find silver and gold, as well raw materials that could not be grown or obtained in England, while opening new markets for trade.

- **Grid system** – used to divide a site into equal blocks to help locate items. Map makers and archaeologists use a grid system to help them stay organized.

- **Natural Resources** – Materials that come directly from nature (such as animals, plants, water, soil, wood, and coal). Virginia's American Indians used natural resources from the environment to meet their basic needs.

- **Primary Source Material** – an object or story that comes from the original time and place that something occurred.

- **Site** – the location on which something is found. Sites can be important for archaeological, historical, or religious reasons.

Notes

Notes

Virginia Museum of
NATURAL HISTORY
IN ASSOCIATION WITH THE SMITHSONIAN INSTITUTION

21 Starling Avenue, Martinsville, VA 24112 • 276-634-4141 • www.vmnh.net