



SAMANTHA SUTTON & THE LABYRINTH OF LIES

By Jordan Jacobs



CURRICULUM GUIDE

GOALS

Introduce students to the science of archaeology using *Samantha Sutton & the Labyrinth of Lies*! The book fits Common Core Standards for language arts, history/social studies, and science:

STANDARD TOPICS

- Understanding scientific inquiry and the history and nature of science
- Populations, resources, and environments
- Traditions, Major Religions, and Empires, 1000 BCE-300 BCE
- The Rise of Centers of Civilization in South America in the First Millennium CE

OBJECTIVE

- To develop understanding about scientific inquiry
- To examine socially transmitted beliefs, values, behaviors, & traditions of a group of people.
- To develop understanding & appreciation for differences in perspectives the past.
- To understand the human story across time.

KEY CONCEPTS

- Patterns and inferences from data
- Culture, People, Places, And Environments
- Time, Continuity, And Change
- Archaeology and Anthropology as Social Sciences

BACKGROUND INFORMATION

ARCHAEOLOGY:

Archaeology is the study of past cultures through what they have left behind. These remnants, called *artifacts*, can be as small as granules of pollen or as large as castles, temples and tombs. By examining artifacts, archaeologists can recreate how past peoples lived their lives—from the food they ate to the tools they used to the religions they practiced.

To find these artifacts, archaeologists excavate sites where people once lived, worked, and died. During excavation, the site is divided into rectangles or squares, called *units*, so that archaeologists can record the exact location of each object and how it relates to others. Archaeologists watch closely for changes in the soil, keep track of the various features they encounter, and sieve—or *screen*—the dirt for smaller finds. Some artifacts are then sent to laboratories for more analysis. Because excavation can only be done once, every piece of information is recorded in notes, maps, and photographs. After carefully analyzing all these bits of information, or *data*, a site report is published to share the story of the archaeological site with other researchers and the public.

CHAVÍN DE HUANTAR

One such archaeological site is *Chavín de Huantar*, high in the Andes mountains of Peru. From around 1500 BCE to 300 BCE, Chavín was the center of a major, ancient religion, with an influence that can be traced throughout northwestern South America. The site is made up of a massive temple, vast courtyards, and a maze-like network of underground chambers and tunnels—called galleries.

Archaeologists believe that Chavín was once used by an ancient priesthood to exert its power and control without the use of force, but instead with a series of cunning special effects...

ACTIVITIES

Part One: Making the subject relevant

Discuss the students' preconceived notions about archaeology. Why is it interesting? Why is it important? In what other ways do we learn about what happened in the past?

Part Two: Read Aloud

Read *Labyrinth of Lies* to students and start a discussion on the following topics:

- What are the steps involved in an archaeological excavation? What do different kinds of artifacts tell archaeologists? How can this help us to better understand people and the past?
- What responsibilities do Jay and his team have to the modern people of Chavín? Do they owe anything to the ancient people who once lived there? What harm is caused by the looting of archaeological sites?

Part Three: Concluding Activities

- Take a field trip to a local museum. Have students select one object on display, and—without reading the museum label—record their detailed observations. Then, have each student create a story about the object based on their notes. Compare these stories to the museum label. What inferences did each student make? How would those inferences be different with more information?
- What types of objects will survive 1,000 years from now? What will be lost? Have students bring in “artifacts” from their own lives. Discuss what archaeologists of the future might be able to learn from these artifacts. Where might they go wrong?
- Different stakeholders often have very different ideas about how archaeological sites should be treated. The interests of developers, private collectors, and descendant communities may conflict with the goals of archaeologists, and with each other. Use a hypothetical situation and role-playing to tease out some of the ethical issues surrounding archaeology. Have students discuss how differences of opinion between stakeholders can be approached and whose interest—if any—should take precedence.

ADDITIONAL RESOURCES

INTRODUCTION TO ARCHAEOLOGY / CLASSROOM ACTIVITIES / LESSON PLANS

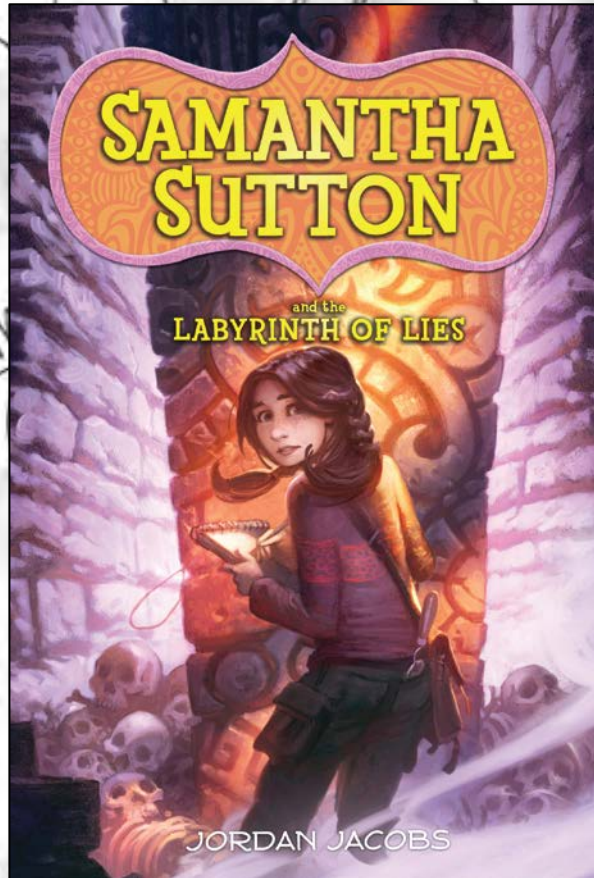
- *Archaeological Institute of America*
<http://www.archaeological.org/education>
- *Society for American Archaeology*
<http://www.saa.org/publicftp/public/resources/foredu.html>
- *National Park Service*
<http://www.nps.gov/archeology/public/kids/index.htm>
- *Social Media Knowledge Exchange – Archaeology Animated Shorts*
<http://smke.org/the-digital-research-video-project-results-and-outcomes/>

CHAVÍN DE HUANTAR, PERU

- *Stanford University - Chavín Project*
http://www.stanford.edu/~johnrick/chavin_wrap/chavin/
<https://ccrma.stanford.edu/groups/chavin/team.html>
- *Global Heritage Fund - Chavín Page*
http://globalheritagefund.org/what_we_do/overview/current_projects/chavin_de_huantar_peru
- *UNESCO - Chavín Page*
<http://whc.unesco.org/en/list/330>
- *CyArk - Chavín Page*
<http://archive.cyark.org/chavin-de-huantar-info>

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