

*“Arlington Springs Man”*

**Resource Summary:** The wonder of discovery is highlighted in this exciting activity where students make, bury and excavate a miniature skeleton. The excavation is covered by a news crew and a final documentary is presented to the class.

**Subject Areas:** Language Arts, Social Studies, History

**Grade Level Range:** 9-12

**Standards: Integration of Knowledge and Ideas:**

[CCSS.ELA-Literacy.RST.11-12.7](#)

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

**Resource Provided By:** Valerie Trenev, 5<sup>th</sup> grade, Alice Shaw Elementary School, Orcutt Union School District

**Resource Details:**

Concept: Role playing excavation of a set of remains and video-documentation of the event.

Title: Make No Bones About It

Anticipatory Set: view the WOTW tale: *Arlington Springs Man*

Objective: Students simulate the experience and joy of finding remains of what could be the oldest human remains in North America. Students create, bury and excavate a clay replica of a skeleton. The entire experience is documented by a video crew who film highlights of the excavation and explain the significance of the discovery.

Materials: DVD: *West of the West*; pipe cleaners; clay or Play Dough; sand or dirt in a shoe box; video recording device (cellular phone or video camera); projector; devices to research other sites where bones have been found.

Modeling/Guided Practice:

Divide the class into two teams, and call them Red and Blue. Then, within each team, form three sub groups. The first subgroup will be called the “Bones” group. The next group will be the “Excavation” group. The third group will be the “Documentary Group”. Within each group, the following titles and duties should be assigned:

Bones Group:

Director of Placement: Chooses where to bury the bones and documents it on an index card

Director of Assembly: Makes the bones out of clay or Play Dough

Director of Significance: Relates to Excavation Group information about the bones and why the bones are important (time period, name of civilization, etc.)

While the Bones Group is performing their duties, the Excavation Groups plan out their method of excavation – choose tools and assign roles;

Roles within the Excavation Groups are:

Director of Tools: Chooses instruments to use

Director of Site: Chooses where to dig

Director of Handling: Chooses how to package and transport the bones

Within the Documentary Group there are the roles:

News Reporter: Interviews the archaeologists

Videographer: Handles the camera

Script Writer: Chooses the questions to ask and the format of the film

While the Bones groups construct their skeletons, the other groups should research other places where old bones/artifacts have been found. (See additional resources section at the end of this paper.) During this time, the Documentary Groups should plan out a script (select questions to ask) and how they will film the discoveries. The finished product should be narrated and facts should be relayed to the viewer of the film.

Follow the following sequence for each team (red and blue):

- 1) Make the skeleton – Bones Groups
- 2) Bury the Skeleton – Bones Groups
- 3) Find the skeleton – Excavation Groups
- 4) Film the discovery- Documentary Groups
- 5) Present the discovery – Documentation Groups



Brain, Achieve, Succeed  
net

Ms. Trane

Groups

**Group 1:**  
Lala  
① Tori  
Mariah  
Mia  
Vanis

**Group 2:**  
② Lilly  
Cindy  
Tyler  
Taylor  
Walter  
Kaitlyn

**Group 3:**  
③ Yerrin  
Katie  
Jena  
Anahi

**Group 4:**  
④ Maddyn  
Rania  
Kiky

**Group 5:**  
⑤ Konner  
Nevada  
Allyssa  
Flora

**Group 6:**  
⑥ Levi  
Esteban

**Group 7:**  
⑦ Nick E.  
Anthony  
Alex  
Nick R.  
Christina

**Group 8:**  
⑧ Lily  
Britt  
Sasha  
Trish  
Taylor  
⑧  
Lily  
Britt  
Sasha  
Trish  
Taylor  
⑧  
Lily  
Britt  
Sasha  
Trish  
Taylor  
⑧  
Lily  
Britt  
Sasha  
Trish  
Taylor  
⑧

6' deep  
1ft  
3ft

A	B	C	D	E	F	G
③	④	②	①	⑥	⑤	⑦

Independent Practice: Students should write a short essay, half page in length, describing their role in the activity. Did they feel like they were part of something important? How did their role contribute to the success of their team? What is special about finding old bones? How does reconstructing the past help us understand where we came from and how alike we all are? How important is it that we understand where we came from?

### **Additional Resources:**

How significant is the discovery of such old bones on Santa Rosa Island? This discovery leads scientists to think that there was a migration from the area now known as Siberia, by water, rather than by land. There is disagreement on where the oldest bones in North America are. Some related information includes:

Artifacts dating back to 50,000 years ago, have been recovered in South Carolina – these artifacts are about 50,000 years old. It shows evidence of occupation by a sophisticated society of humans who cooked due to the presence of fossilized charcoal at the site.

Clovis Culture – named for Clovis, New Mexico; there are stone tools found there. These tools were initially found to be about 11,500 to 11,000 years old. Later, more sophisticated radiocarbon dating put the tools at 13,200 to 12,900 years old. Clovis refers to the “cloven” shape of distinctive bone and ivory tools.

Anzick site in Montana – 13,000 year old burial site of an intact 1 ½ year-old-child. This is the earliest set of remains and is associated with the Clovis Culture.

Moaning Cavern in Calaveras County, California Foothills – this site boasts hundreds of sets of bones belonging to people from about 12,000 years ago. This site is 262 feet below the surface in a cavern. There is a femur embedded in a rock at the bottom of the cave, and intact skulls. Researchers do not know if the people were sacrificed or fell into the cave.

Los Angeles Times Article on Pechanga Tribe



**RENE VELLANOWETH** shows a view on San Nicolas Island where a Native American woman is believed to have lived. The Navy ordered a dig to the dig. **COLUMN ONE**

## Lone Woman's island secrets remain hidden

**BY LOUIS KARAKER**

For months they worked together to reveal details of the lives of the Lone Woman of San Nicolas Island. They were not alone in their quest. A team of scientists, led by the project's director, Tom Hall, a biologist who has spent years in the field, worked to uncover the secrets of the woman's life on the island. And then she died.



She should be the star of the movie, the story of a lone woman who lived on a remote island in the Pacific Ocean for 18 years, observed and filmed. In April 1911, they were taken away from the island. It was the end of the story. The woman's life was a mystery. The island was a popular scene for young women and their families to visit. The woman's life was a mystery. The island was a popular scene for young women and their families to visit. The woman's life was a mystery. The island was a popular scene for young women and their families to visit.


## AN ISLAND Navy reopens connections

The Navy is reopening connections to the Lone Woman of San Nicolas Island. The woman's life was a mystery. The island was a popular scene for young women and their families to visit. The woman's life was a mystery. The island was a popular scene for young women and their families to visit. The woman's life was a mystery. The island was a popular scene for young women and their families to visit.

**Los Angeles Times** THURSDAY, MARCH 1, 2011

## Navy action could aid Pechanga

**Los Angeles Times** The California Native American tribe that has long fought to get the Pechanga Indian Reservation... The tribe has been granted... The tribe has been granted... The tribe has been granted...



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