DIG PROJECT OVERVIEW

***Full Project Overview:*** Teams will create cultures based on the concept that there are basic elements that all human societies share. Their culture will be expressed through student made artifacts that use the 10 Cultural Universals to reflect these unique cultures. Each class will create a student created language, Rosetta Stone, and wall mural as well.

Once the artifacts, mural and language is complete, each class “buries” its artifacts for another team to excavate and reconstruct.

There are 4 sections to this project; ***Individual Culture Creation, Small Group Culture, Full Class Culture, and Archaeologist Exploration*** which will guide the segments of this project.

**PLEASE WRITE ALL FINAL ANSWERS ON A SEPARATE SHEET OF PAPER. YOU CAN TYPE OR HAND WRITE AS LONG AS IT IS LEGIBLE.**

**INDIVIDUAL CULTURE CREATION**

* **This is where your own ideas are born.**

**Cultural Creation Guidelines**

1. Your theme should be ORIGINAL and show how your chosen geography influences your created culture.
2. Every cultural aspect that you create MUST relate to the theme (what it values and thinks is important).
3. Don’t take whole parts of another culture (i.e.: Star Trek/Star Wars, or video game themes). BEWARE of being too far-fetched or random.
4. Originality can be functional and believable at the same time as being creative. Minimal evolutionary changes will work, but no over the top super powers.
5. DO NOT BASE YOUR CULTURE ON VIOLENCE, please.

**Assignment Sheet # 1 BACKGROUND & THEMES -** This is a classwork/homework assignment to be brought back to school for discussion with your group. After brainstorming ideas, decide on the *geographic setting, historical time, and major themes* for your culture. **Remember to think about how geography influences your culture.**

**SMALL GROUP CULTURE**

***(Most of your written and creative work in this project will happen in the small group setting)***

* After the individual cultures are created, we will form groups of 4 students, you will hear each other’s ideas to determine the best ideas of each group. You will vote in that group to select one of the small group’s ideas.

**Assignment Sheet # 2** **SMALL GROUP CULTURE** (First Ideas) - Individual team members create initial ideas for their assigned culture universal (government, religion, economics, etc.) and present to full team. Try not to get too complicated. Keep ideas simple at first.

**Assignment Sheet #3** **10 CULTURAL UNIVERSALS** For each Small Group Culture created, the teams will discuss, create, and write about the 10 Cultural Universals for each aspect of the culture. This is a formally written assignment, where in class we will write in complete sentences the details of each Universal.

**Small Group Artistic Creation** As a team you will create a Detailed Cultural Mural, Symbolic Unique Language and Rosetta Stone for translating their language. Each of the 8 groups will make a presentation of their chosen culture to the full class, and based on the class wide vote, we will finalize the culture for the entire class.

 **3) FULL CLASS CULTURE/ARTIFACT CREATION**

Now that the entire class has chosen its culture, we can begin working on our individual artifacts that reflect the Cultural Universals of that culture. Make sure each artifact includes some of the language of the culture.

**ARTIFACT GUIDE:**

1. Picture the actions that might take place between people when you think of your universal (culture part). If you are in charge of the alphabet or numbering system, try not to make them too intricate or complex.
2. Remember that part of your evaluation will be based on your writing about the significance your artifact has to your culture based on geography, themes and values.
3. Think of parts of objects. For instance, a doorknob might be a clue to shelters. Think HARD about what the function, purpose and value is of each object.
4. Remember that your whole artifact can be represented on the team mural. So, even if you only make a partial artifact, class “archaeologists” can analyze what its purpose is from the mural.
5. You can create artifacts out of things from home, but they should be altered in some way. For example, don’t bring in an old Winnie the Pooh bear and say it represents food, clothing, and shelter. Be thoughtful about objects from home and alter them.
6. It is OK to make artifacts out of one material to simulate another. For example, you might use clay to simulate stone. Remember symbolism. Your artifact can be a symbolic representation of your universal.
7. Explore thrift stores (The bins at Goodwill are great & cheap), junkyards, SCRAP (recycled goods), and found objects from around your house to alter into

Artifacts - this is much more fun and far more original. You need not spend a fortune.

This is a challenging and (hopefully) fun assignment! You are attempting to create an object that gives a valid clue to your universal.

Most students find this assignment to be very difficult. It is supposed to be A CHALLENGE. You are attempting to create an object that gives a VALID clue to your chosen universal. Make plenty of sketches of your drawing. When listing materials, also think of where you can get them.

 **4) ARCHAEOLOGIST EXPLORATION**

**Assignment Sheet #3** **OTHER CLASS ARTIFACT DISSECTION** - Examine a specific artifact from the other class. Use this worksheet to analyze different aspects of that artifact, and how it related to their culture.

**Assignment #4 SELF REFLECTION -**You will reflect on your participation and progress through this assignment. You will also reflect on how your small group, and your class did on this project.

GRADES:

Evaluation topics on rubric:

* **Assignment Sheets**
* **Artifact** (Overall effort, originality, functionality, validity to culture)
* **Small Group Project Creation**
* **Creative Activity Points** for making additional artifacts and/or Universals