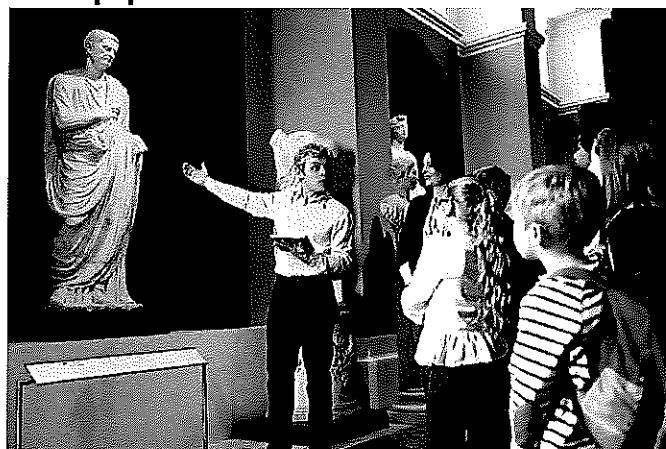


Unit 1: Biblical Archaeology

Research skills and Group presentation

Each group will select a topic related to Biblical archaeology to research and present to the class in the form of a museum-style exhibit.

If you discover there isn't a lot of information available for the topic you've selected, you will choose a second related topic and research both.



As you research, consider the following questions. They will also form the main sections of your oral presentation.

1. What biblical theme / stories / characters does your presentation concern? Set the historical context as much as is required to understand the significance of the archaeological find.
2. What was known and unknown regarding this topic / object?
3. What was discovered, when and by whom?
4. What does this discovery contribute to our understanding of the Bible?

Individual Research: (50%)

1. You must find at least 2 reputable sources and **fill out the source evaluation form** for each. You may use the same sources as other group members.

2. Create a Works Cited in MLA format.

3. Read your sources and summarize the information in 1/2- 2/3 of a page (typed, single-spaced) of research notes. Submit the notes to Turn it In.

Group Presentation: (50%)

With your group, compare the information that you have each researched and together, create a 4-6 minute presentation that summarizes your topic.

1. Create a script or synopsis of your oral presentation. This may be in complete paragraphs or in point-form, but *must* indicate which section each person is responsible for. You will hand this in.

2. Prepare the visual component of the exhibit. This may be either:

a) A poster containing: 3-6 clear, colour images including the artifact and a map of some sort; brief captions for each image; a clear title; between 150-250 words of text that helps answer the 4 questions.

OR

b) A re-created artifact made by members of your group AND a 150-250 word descriptive panel that helps answer the 4 questions.

3. You will present your artifact / poster to 6-7 small groups of touring students. One group will include your teacher, who will be assessing you on the attached rubric. The oral presentation should go *beyond* the text on the poster / descriptive panel. It should include a clear introduction and conclusion. Each person in the group should do part of the presentation AND should be prepared to answer questions from the students and teacher.

Useful places to start

Feel free to start with the Wikipedia lists of biblical artifacts and sites. Then, follow links to more info. Try to especially follow links that look scholarly and end with an .edu or .org

Here's some good starting places:

<http://www.truthnet.org/Biblicalarcheology/introduction/>

<http://www.biblicalarchaeology.org/>

http://en.wikipedia.org/wiki/Biblical_archaeology

http://en.wikipedia.org/wiki/List_of_Biblical_figures_identified_in_extra-Biblical_sources

http://en.wikipedia.org/wiki/List_of_artifacts_significant_to_the_Bible

Using the resources of the BAS Library

Go to <https://members.bib-arch.org/>

Log-in using barmishaw@rchs.on.ca Password: redeemer (Logout when you are done!)

If you know what you're looking for

Go back to <https://members.bib-arch.org/>

Use the advanced search if you have a biblical site, name, artifact, or passage you'd like to search by. It's best you limit your results to the *Biblical Archaeology Review*, which is the more academic publication of the options.

Once you've found an issue of *BAR* that you'd like to read, recent issues can be downloaded to pdf to avoid trouble finding it again later. Otherwise, you can save the webpage in a doc or other format. This will also help us avoid bogging the internet down for other users.

If you know the name of the archaeological site concerned, it may be found in the New Encyclopedia of Archaeological Excavations in the Holy Land, found at <https://members.bib-arch.org/new-encyclopedia-archaeological-excavations-holy-land>. Click on the place name concerned to find out about the history of this site, its excavation and the main findings on-site. The proper MLA citation for the article you are reading is at the bottom of the page.

If you want to browse different topics

Go to <https://www.biblicalarchaeology.org/biblehistorydaily/>

You can browse by topic, through recent stories, or Scholar's Study. Take note that not all of these articles may meet the requirements of the assignment. Alternatively, you can scroll to the bottom; there's a huge list of topics and links to browse through.

Tips

In most articles the important names, places, and digs are linked within the text. Take advantage of these links as an opportunity to flesh out your research with additional contextual detail.

In many articles, the authors cite their sources at the end/bottom of the article. Use these as additional hints; some of these sources may be freely available online and you can also use the name of the author/dig to do additional searches.

Make sure to take note of all citation information.

Research SKILLS (T/I)

Criteria:	Level 1	Level 2	Level 3	Level 4
<p>Sources</p> <p>-Selection of sources</p> <p>-Source evaluation worksheets</p> <p>-Works Cited in MLA style</p>	<p>-few good resources selected</p> <p>-evaluation of sources is incomplete for 1 or more sources</p> <p>-few sources listed in MLA style</p>	<p>-some good resources selected</p> <p>-evaluation of some sources</p> <p>-some sources listed in MLA style</p>	<p>-good resources selected</p> <p>-evaluation of sources is complete</p> <p>-MLA style used with some errors</p>	<p>- excellent resources selected; at least one scholarly archaeology source</p> <p>-evaluation of sources is thorough</p> <p>-MLA style used with few or no errors</p>
<p>Comments:</p>				
<p>Research notes</p>	<p>-research notes are lacking in length, and focus; re-wording was attempted, but not successful</p> <p>-research notes are not organized by source</p> <p>-quotations included exceed 10% and are not significant</p>	<p>-research notes are lacking somewhat in length or focus; re-wording is usually successful</p> <p>-research notes are generally organized by source</p> <p>-quotations included either exceed 10% or are not significant</p>	<p>-research notes are sufficient, on topic, and generally in your own words</p> <p>-research notes are organized by source with page number included where applicable</p> <p>-quotations included do not exceed 10% of notes and are generally significant</p>	<p>-research notes are thorough, exactly on topic, and in your own words</p> <p>-research notes are organized by source with page number included where applicable</p> <p>-quotations included do not exceed 10% of notes and are significant</p>
<p>Comments:</p>				

Oral Presentation

Artifact: _____

Name: _____

Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding	Script, details of visual, and oral presentation demonstrate some knowledge of the artifact and the Bible story it concerns, though it may lack relevance	Script, details of visual, and oral presentation demonstrate a some relevant knowledge of the artifact and the Bible story it concerns	Script, details of visual, and oral presentation demonstrate a sufficient degree of relevant knowledge of the artifact and the Bible story it concerns	Script, details of visual, and oral presentation demonstrate a high degree of relevant knowledge of the artifact and the Bible story it concerns
Thinking and Inquiry <i>Observation / conversation</i>	Answers to teacher/student questions demonstrate little thought and inquiry into the topic and its significance Presentation is difficult to follow because topics do not flow well	Answers to teacher/student questions demonstrate some thought and inquiry into the topic and its significance The presentation generally flows from one topic to the next; but the main point(s) of the presentation are somewhat unclear.	Answers to teacher/student questions demonstrate thought and inquiry into the topic and its significance Topics within the presentation flow well from one to the next	Answers to teacher/student questions demonstrate considerable thought and inquiry into the topic and its significance Topics within the presentation flow very well (logically) from one to the next.
Communication Connection to the Audience -eye contact -expression and intonation -enthusiasm Use of Aids to Enhance the Presentation Introduction	Presents information that engages the audience in a limited way. Makes limited use of visual aids to enhance the presentation. Unclear introduction that leaves the reader unsure about what the presentation is about Includes a conclusion, but there is no summing up of the main focus of the presentation or the main points of the presentation	Presents information that sometimes engages the audience. Makes some use of visual aids to enhance the presentation. Introduction is present lacks focus Includes a conclusion which somewhat sums up the main focus of the presentation	Presents information that almost consistently engages the audience. Makes good use of visual aids to enhance the presentation. Introduction establishes a focus to the presentation Conclusion restates the main focus of the presentation and some of the main points	Presents information in a style that engages the audience. Makes excellent, active use of visual aids to enhance the presentation. Introduction establishes a strong, clear focus to the presentation Excellent conclusion which restates the main focus of the presentation and points out the significance
Conclusion Application: Significance of discovery	Little understanding of the significance of the discovery	Some understanding of the significance of the discovery	Significance of the discovery is included	Significance of the discovery is clearly presented and explained