Lesson 1

Read

Look at the images on pages 16, 30, 36, 40, 46, and 53 of *If Stones Could Speak* by Marc Aronson.

Understand

Vocabulary

- **Archaeology:** Archaeology is the study of past cultures through the physical remains people left behind.

1. How does the word **archeology** help you to know the meaning of **archaeologist**?

_____

_____

2. Using the image on page 16 of *If Stones Could Speak*, what is the role of the man? What is he looking at?

_____

_____

3. Look at the images on page 30, 36, 40, 46, and 53 of *If Stones Could Speak* by Marc Aronson. Complete the chart below to take notes on how these images could portray **archaeology** and/or **archaeologists**. Use newly acquired vocabulary to take notes on what you notice.

Image	Notes on how these images are related to archaeology
page 30	
page 36	

Image	Notes on how these images are related to archaeology
page 40	
page 46	
page 53	

Express Understanding

Choose one image and describe how it shows **archaeology** in action. Consider the following questions when organizing your response.

- Where are the people in the images?
- What are they doing?
- What tools are they using?
- What can you infer from their facial expressions and body language?
- What elements can you see in the background that show the care they seem to be taking in their work?
- How many people are working at a site?

_____

_____

Lesson 2

Read

Read the poem "Travel" by Robert Louis Stevenson.

Travel
Robert Louis Stevenson

I should like to rise and go
Where the golden apples grow;—
Where below another sky
Parrot islands anchored lie,
And, watched by cockatoos and goats, 5
Lonely Crusoes building boats;—
Where in sunshine reaching out
Eastern cities, miles about,
Are with mosque and minaret
Among sandy gardens set, 10
And the rich goods from near and far
Hang for sale in the bazaar,—
Where the Great Wall round China goes,
And on one side the desert blows,
And with bell and voice and drum 15
Cities on the other hum;—
Where are forests, hot as fire,
Wide as England, tall as a spire,
Full of apes and cocoa-nuts
And the negro hunters' huts;— 20
Where the knotty crocodile
Lies and blinks in the Nile,
And the red flamingo flies
Hunting fish before his eyes;—

Where in jungles, near and far, 25
Man-devouring tigers are,
Lying close and giving ear
Lest the hunt be drawing near,
Or a comer-by be seen
Swinging in a palanquin;— 30
Where among the desert sands
Some deserted city stands,
All its children, sweep and prince,
Grown to manhood ages since,
Not a foot in street or house, 35
Not a stir of child or mouse,
And when kindly falls the night,
In all the town no spark of light.
There I'll come when I'm a man
With a camel caravan; 40
Light a fire in the gloom
Of some dusty dining-room;
See the pictures on the walls,
Heroes, fights and festivals;
And in a corner find the toys 45
Of the old Egyptian boys.

This poem is in the public domain.

Understand

1. What is the author saying in this poem?

_____

_____

"Where in jungles, near and far, Man-**devouring** tigers are, Lying close and giving ear Lest the hunt be drawing near,"

2. What is the meaning of the word **devouring**?

_____

_____

Vocabulary

- **Paraphrase:** to put into your own words
- **Figuratively:** something other than what is literally meant, for effect; a literal meaning is what the words in the phrase mean exactly.

3. **Paraphrase** the poem to tell what is happening in the beginning, middle, and end. Tell what is **literally** happening, not what the poet is **figuratively** saying.

Lines	Paraphrase
1-23	
24-30	
31-46	

Vocabulary

- **Imagery:** consists of vivid descriptions that recreate sensory experiences for readers. Rather than detailing every aspect of a setting, a writer may use sensory language—specific words and phrases that appeal to the senses of sight, hearing, smell, taste, and touch—to help you visualize a scene.

4. Which phrases in the poem are examples of **imagery**? An example: line two, golden apples

5. What words are being used to describe the narrator's attitude on travel? (see lines 1 and 39)

6. Look back at the chart from question four. Use that division of the beginning, middle, and end. What verb tense changes do you notice?

7. Why does the author decide to change verb tense?

8. Look at the title of the poem. Why is the title important to the poem?

9. What message or theme is the poet trying to send?

Express Understanding

What is the speaker's attitude toward travel? Identify the words and phrases that you used to determine the speaker's attitude. Explain how Robert Louis Stevenson uses these words and phrases to develop the speaker's attitude.

Lesson 3

Read

Reread the poem "Travel" by Robert Louis Stevenson.

- As you read, underline ideas that repeat throughout the poem.

Understand

Vocabulary

- **Theme:** in stories, what the text has to say about the main topic or idea of the text

A **theme** of a text is a central idea or message that the author conveys through the specific details throughout the text. When you identify a **theme**, you need to determine what idea, or central message, is conveyed throughout the text.

1. Who is narrating the poem?

_____

_____

2. What is the narrator talking about?

_____

_____

3. What are some things the narrator describes?

_____

_____

_____

_____

4. What are some of the themes you found in "Travel"?

_____

_____

_____

_____

Express Understanding

Identify one **theme** from "Travel." Explain how this **theme** is supported with details from the poem. Be sure to introduce your topic, use details to develop your topic, and provide a concluding statement.

Lesson 4

Vocabulary Journal

1. Read your independent reading novel for 20 minutes.
2. Pick six words from the text that are important to the central idea or theme of the text.
3. Write the word in the left-hand column and write an original sentence using the word to summarize what you have read.

Title of independent reading book: _____

Today I started on page _____ and finished reading on page _____.

Word	Sentences

Lesson 5

Vocabulary Journal

4. Read your independent reading novel for 20 minutes.
5. Pick six words from the text that are important to the central idea or theme of the text.
6. Write the word in the left-hand column and write an original sentence using the word to summarize what you have read.

Title of independent reading book: _____

Today I started on page _____ and finished reading on page _____.

Word	Sentences

Lesson 1

Read

Read "Archaeology: Then and Now" from *Intrigue of the Past Part 1: Fundamental Concepts Introduction*.

- As you read, underline any unfamiliar words you come across.

Understand

Vocabulary

- **Neolithic:** latest part of the Stone Age
- **Barrows:** carts
- **Wielded:** used
- **Tempered:** hardened
- **Facets:** featured
- **Theoretical:** supposed
- **Myriad:** a wide variety
- **Coordinate:** organize
- **Temperamental:** testy
- **Stationary:** without movement
- **Fundamental:** basic
- **Cumulative:** addictive
- **Extensive:** large
- **Radiocarbon Dating:** a way to judge the age of artifacts

> "Today's archaeology is guided by scientific methods. It is a **rigorous** and **demanding discipline**, requiring a broad range of skills and techniques."

1. **Rigorous** is used in connection to **demanding** and **discipline**. What does **rigorous** mean?

_____

_____

2. What other context clues help you figure out the meaning of the word **rigorous**?

_____

_____

You read things like, "...with little regard for preservation," "...destroyed almost as much as he discovered," and "...hired laborers shoveled out dirt to search for precious objects to display in museums or private collections."

You can take all of this evidence from the text and summarize it as, "In the past, archaeologists were interested in spectacular treasure without regard for preserving the things they found."

You can break that into two bullets on the following T-chart:

- Interested in spectacular treasure
- Little regard for preservation

3. Record these bullets in the "Then" column of the T-chart below.

4. What other examples from the text show what archaeologists from the past used to do? What other examples from the text show what archaeologists do now? Complete the chart below with your responses.

Then	Now

Express Understanding

You have just read and analyzed "Archaeology: Then and Now" from *Intrigue of the Past Part 1: Fundamental Concepts Introduction*. Explain how archaeology has changed over the years. Include examples from the text to explain why these changes have occurred.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Lesson 2

Read

Read chapter one of *If Stones Could Speak* by Marc Aronson.

Understand

1. Where is Stonehenge?

_____

_____

2. Who is Mike Parker Pearson?

_____

_____

3. What are some ideas of what Stonehenge might be or have been?

_____

_____

4. What is the map depicting?

_____

_____

> "Indeed, each time a **new technology** has been **invented** in the past hundred years, we have seen the entire landscape of Stonehenge in new ways."

5. **Technology** is used in connection with **new** and **invented**. What is the relationship with these words?

_____

_____

6. When a new way of studying something or solving a problem is discovered through science, it is referred to as a type of **technology**. What does **technology** mean?

_____

_____

"As I discovered, when we think in new ways, the **past reveals fresh secrets**."

7. The word **reveals** is used in connection with the **past** and **fresh secrets**. What is the relationship to these two words?

_____

_____

8. When you discover, or find, something new about something, you often **reveal** it or **reveal** the truth in something. What does **reveal** mean?

_____

_____

"I think knowledge is more like a **wave** than a **switch**. Only very rarely do we go from being totally wrong to totally right—as a light turns on and off. Instead, what we learned before allows us to move on to what we can see next."

9. What is the difference between a **wave** and a **switch**?

_____

_____

_____

_____

10. If you are thinking about gaining knowledge, what does it mean that knowledge is continuous, like a **wave**?

_____

_____

_____

_____

Express Understanding

Vocabulary

- **Summary:** a brief statement or restatement of main points for a shorter version of a longer text
- **Central Idea:** the main point the author is trying to make to the reader about the article's topic

A **central idea** is what the section of text is mostly about. Each chapter has a **central idea**, and the details in the paragraphs support the main ideas of the text. When you reread, it is important to think about what ideas all of the

details in the section are related to.

Complete the chart below to include the important details, a **summary**, and the **central idea** of chapter one.

Chapter	Important Details	Summary	Central Idea
1			

Lesson 3

Read

Read chapter two of *If Stones Could Speak* by Marc Aronson.

Understand

1. What is Stonehenge made of?

_____

_____

2. How was it constructed?

_____

_____

3. How are the stones attached to one another?

_____

_____

4. Where did the stones come from?

_____

_____

> "A quick glance shows a circle of rather tall, grayish, chunky stones, some of which have **beams** called **lintels** across the top **linking** two neighbors—like a doorway or an 'H' with the middle line across the top."

5. **Lintels** are described as **beams** that go across chunky stones **linking** two together. The picture on page 13 shows two bluestones in front of two larger sarsens, crowned by a lintel. How does the picture help you understand what a lintel is?

_____

_____

6. What are **lintels**?

_____

_____

"These crossing stones were held in place with a **mortise** and **tenon joint**."

7. **Mortise** is used in connection to **tenon joints**. Crossing stones are described as something that is held in place with **mortise**. What role did **mortise** play in the construction of Stonehenge?

_____

_____

_____

_____

8. What does **mortise** mean?

_____

_____

9. Look at the images on page 14. What are these images showing?

_____

_____

10. How are the stones balanced or attached to one another?

_____

_____

11. What details do you notice about the stones in the smaller images at the bottom of the page?

_____

_____

_____

_____

After using a microscope to study samples of the stones from Stonehenge, archaeologists were able to identify the specific type of bluestone that was used. This specific kind, spotted dolomite, is only found in one location that is 150 miles from the site. Although they were able to identify the specific stones and where to find them, archaeologists are still unable to answer the question, "How did the stones get to Stonehenge?"

"Instead of guessing how the stones were moved archaeologists continue to ask the more interesting question: why?"

12. Why do the archaeologists studying Stonehenge continue to ask this question?

_____

_____

_____

_____

13. How do archaeologists believe the stones were moved from one location to another?

_____

_____

_____

_____

Express Understanding

Complete the chart below to include the important details, a **summary**, and the **central idea** of chapter two.

Chapter	Important Details	Summary	Central Idea
2			

Lesson 4

Vocabulary Journal

1. Read your independent reading novel for 20 minutes.
2. Pick six words from the text that are important to the central idea or theme of the text.
3. Write the word in the left-hand column and write an original sentence using the word to summarize what you have read.

Title of independent reading book: _____

Today I started on page _____ and finished reading on page _____.

Word	Sentences

Lesson 5

Vocabulary Journal

4. Read your independent reading novel for 20 minutes.
5. Pick six words from the text that are important to the central idea or theme of the text.
6. Write the word in the left-hand column and write an original sentence using the word to summarize what you have read.

Title of independent reading book: _____

Today I started on page _____ and finished reading on page _____.

Word	Sentences

This page was intentionally left blank.

Lesson 1

Read

Read chapters three and four of *If Stones Could Speak* by Marc Aronson.

Understand

"He wanted to be the kind of scientist who could dig up **relics** like that and **make sense of** them."

1. A **relic** is described as something that can be dug up and that scientists can **make sense of**. What does this describe a **relic** as?

_____

_____

2. What is a **relic**?

_____

_____

3. What did Mike see get discovered when he was a child?

_____

_____

4. Did Mike's teachers support him in his goal of becoming an archaeologist? Why or why not?

_____

_____

5. Why didn't Mike think he would study at Stonehenge?

_____

_____

6. What did you learn about Madagascar on page 21?

_____

_____

_____

_____

7. Why did the TV director want to bring someone from Madagascar to study Stonehenge?

_____

_____

_____

_____

"Mike was bringing a person who could see the ancient stone circle with fresh eyes."

8. Who is Ramilisonia? Why was he asked to go to Stonehenge?

_____

_____

_____

_____

9. What does it mean on page 23 when it says, "Mike was bringing a person who could see the ancient stone circle with fresh eyes?"

_____

_____

When you write, you need to think about what the reader might or might not know about the topic. When the reader needs more information, you should expand your sentences to provide more information for the reader.

10. Read the kernel sentence: "He asked Ramilisonina to come."
    This is a sentence because it has a subject and a predicate, but it provides little information to the reader.
    Use the following questions to help you add information to this sentence:
    - When did "he" ask Ramilisonina to come?
    - Who asked Ramilisonina to come?
    - To where did "he" ask Ramilisonina to come?
    - Why did "he" ask Ramilisonina to come?

    Write your new expanded sentence.

_____

_____

_____

_____

_____

Express Understanding

Complete the chart below to include the important details, a **summary**, and the **central idea** of chapters three and four.

Chapter	Important Details	Summary	Central Idea
3			
4			

Lesson 2

Read

Read chapter five of *If Stones Could Speak* by Marc Aronson.

- As you read, consider how Ramilisonina saw Stonehenge differently.

Understand

1. Why didn't Ramilisonina enjoy filming at Stonehenge?

_____

_____

_____

_____

2. What is Ramilisonina's idea? What about Stonehenge led him to the idea?

_____

_____

_____

_____

3. What is Woodhenge and the Southern Circle?

_____

_____

_____

_____

4. What is Ramilisonina and Mike's plan to research their claim?

_____

_____

_____

_____

5. Reread the paragraph on page 26. This information is used to complete the first row of the chart on the next page. Complete the remaining rows in the chart to organize information for each theory.

Page Number	Theory	Who took credit?	What evidence supports the theory?	Who proved the theory to be false?
26	Stonehenge was "a prehistoric temple" as a center for "Druid ceremonies."	William Stuckey	He drew a plan of Stonehenge (see image on page 26).	He was off in his assessment of time by 2,000 years.
26	Stonehenge was a circle around "treasure."			
26	Stonehenge was a "Druid temple."			
26	Stonehenge was a "religious site devoted to the sun where people went to be cured," and that the stones were "from Wales			

	because they were believed to have healing properties.”			

Express Understanding

Complete the chart below to include the important details, a **summary**, and the **central idea** of chapter five.

Chapter	Important Details	Summary	Central Idea
5			

Lesson 3

Read

Reread chapters 3–5 of *If Stones Could Speak* by Marc Aronson.

Understand

Be sure to find evidence from the text to support your answers to questions 1–4.

1. Mike was bringing a person who could see the ancient stone circle with "fresh eyes." What does this mean?

2. Identify the claims made about the origins of Stonehenge. Who made (or took credit for) each claim?

3. Explain and summarize the basketball court analogy on page 27. How does this analogy contribute to the development of main ideas of *If Stones Could Speak*?

4. What is Mike Parker Pearson's theory about Stonehenge? Describe his approach to exploring his theory.

Express Understanding

Explain what led Mike Parker Pearson to develop a new theory about Stonehenge. Use facts, details, and quotations from the text to explain your answer.

Lesson 4

Read

Read chapter six from *If Stones Could Speak* by Marc Aronson.

Understand

> "No one stepped forward either to prove Mike wrong or to resolve the seeming **contradiction** in the Stonehenge timeline."

1. A **contradiction** is described as something that needs to be resolved. What does this describe **contradiction** as?

_____

_____

2. What is the root word of **contradiction**? What is the suffix? What is a **contradiction**?

_____

_____

_____

_____

> "In the 1950s, archaeologist Richard Atkinson had essentially sole control over the **investigation** of Stonehenge."

3. An **investigation** is described as something that Richard Atkinson had control of at Stonehenge. What does this describe an investigation as?

_____

_____

4. What is the root word of investigation? What does it mean to investigate?

_____

_____

_____

_____

Be sure to find evidence from the text to support your answers to questions 5–8.

5. What is carbon-14 dating? Why is it important to archaeology?

6. What was the discrepancy with the dates found from the antlers from Atkinson's ramp and the antlers in raising two of the other stones?

7. What was the tough choice Mike had to make?

8. What was Mike's plan?

9. Record Richard Atkinson's theory about Stonehenge on the tracking theories chart below.

Page Number	Theory	Who took credit?	What evidence supports the theory?	Who proved the theory to be false?
32	Atkinson believed he found the ramp used by the ancient people to raise one of the stones.			

Express Understanding

Complete the chart below to include the important details, a **summary**, and the **central idea** of chapter six.

Chapter	Important Details	Summary	Central Idea
6			

Lesson 5

Vocabulary Journal

1. Read your independent reading novel for 20 minutes.
2. Pick six words from the text that are important to the central idea or theme of the text.
3. Write the word in the left-hand column and write an original sentence using the word to summarize what you have read.

Title of independent reading book: _____

Today I started on page _____ and finished reading on page _____.

Word	Sentences

Lesson 1

Read

Read chapter seven from *If Stones Could Speak* by Marc Aronson.

- As you read, analyze the images and read the captions. Consider how the images support your understanding of the information in this chapter.

Understand

1. What are some of the problems Mike and his team have met in the meadow?

_____

_____

2. What does, "I realized that their training allows them to read soil the way the rest of us read books," mean?

_____

_____

3. What did Mike and his team find in the soil of the meadow that led them to continue research at the site? What did this prove?

_____

_____

_____

_____

4. What did the animal bones tell the archaeologists? Where were the animals from?

_____

_____

_____

_____

You are going to analyze two images from *If Stones Could Speak*. Look at the images on page 36 and 38 and read their captions.

5. Are the images photographs or drawings?

_____

_____

6. Why might the author have chosen these images?

_____

_____

7. What do the images show? How do the images together help you understand what the archaeologists imagined?

_____

_____

_____

_____

Express Understanding

Complete the chart below to include the important details, a **summary**, and the **central idea** of chapter seven.

Chapter	Important Details	Summary	Central Idea
7			

Lesson 2

Read

Reread chapter seven of *If Stones Could Speak* by Aronson.
Read chapter eight of *If Stones Could Speak* by Marc Aronson.

Understand

1. What is the importance of the longest day of summer and Stonehenge?

_____

_____

2. What is the importance of the shortest day of the winter and Stonehenge?

_____

_____

3. Use the chart below to explain the various theories of Stonehenge shown within chapters seven and eight.

Page Number	Theory	Who took credit?	What evidence supports the theory?	Who proved the theory to be false?
41	Ramilisonina believed that the Southern Circle was a place for people to live and gather for feasts and celebrations.			

Page Number	Theory	Who took credit?	What evidence supports the theory?	Who proved the theory to be false?
43 and 44	The turning of the entire year was marked by Stonehenge and the Southern Circle.			
last paragraph on page 46 and 47	Atkinson's ramp theory			

Express Understanding

Complete the chart on the next page to include the important details, a **summary**, and the **central idea** of chapter eight.

Chapter	Important Details	Summary	Central Idea
8			

Lesson 3

Read

Read chapter nine of *If Stones Could Speak* by Marc Aronson.

- As you read, think about the reasons this project was built in southern England.

Understand

1. What do Mike and the Riverside Team believe the significance of the bluestones was?

_____

_____

_____

_____

2. Why was "the project" of Stonehenge and the Southern Circle built in Southern England?

_____

_____

_____

_____

3. What is the significance of the "natural ridges" in the landscape?

_____

_____

_____

_____

4. When was the Cursus built?

_____

_____

5. How much later was Stonehenge built?

_____

_____

6. What was the purpose of Stonehenge?

_____

7. How was the Southern Circle used?

8. What changed in England during the time that Stonehenge was abandoned?

9. How did the way of life shift?

Express Understanding

Complete the chart below to include the important details, a **summary**, and the **central idea** of chapter nine.

Chapter	Important Details	Summary	Central Idea
9			

Lesson 4

Read

Read the Epilogue from *If Stones Could Speak* by Marc Aronson.

- As you read, think about the author's purpose for this text.

Understand

1. What does the author want the reader to take away from this book?

_____

_____

2. What is the importance of the carvings on the stones?

_____

_____

3. What did Ramilsonina represent?

_____

_____

4. What is so important about the group mentality of the Riverside team?

_____

_____

5. Complete the chart on the next page to include the important details, a **summary**, and the **central idea** of the Epilogue.

Chapter	Important Details	Summary	Central Idea
Epilogue			

"We are seeing more in Stonehenge because more people are looking, in more ways."

6. Who has opened the door for "more people" to explore and research Stonehenge?

_____

_____

7. Why is it beneficial for archaeologists to have "more people" looking "in more ways"?

_____

_____

8. Why is it helpful to be open to new theories and new discoveries?

_____

Express Understanding

Why did Marc Aronson write this text? What is the central message that *If Stones Could Speak* conveys?

Lesson 5

Read

Read the summary chart for *If Stones Could Speak* by Marc Aronson.

Chapter	Important Details	Summary	Central Idea
1	• Stonehenge is a mysterious circle of stones. • It was built 4,500 years ago. • Mike and the Riverside Project team are leading the expedition. • There are many mysteries to be solved at Stonehenge. • People have been studying the site for thousands of years. • We must always continue to ask questions to gain knowledge. • "As I discovered, when we think in new ways, the past reveals fresh secrets." • There have been many theories about what it represents. • Stonehenge is composed of a series of sites linked together. • A new idea can capture the attention of the world.	In this chapter, we learn that Stonehenge is a mysterious circle of stones in Western England. Mike and the Riverside Project team are archaeologists who studied Stonehenge. The author, Marc Aronson, explains that it is important to ask questions to gather new information and form new ideas.	This book is going to be about questioning what others believe to be true in order to learn more, and how Mike and his team accomplished that.
2	• Stonehenge is made up of a series of large and smaller stones. • The people who built Stonehenge treated the stones like wood. • The stones on the top (lintels) are held in place using a mortise and tenon joint. • The is most likely the same way wooden beams were attached during this time (before nails). • Sarsens are the tall stones that hold up the structure, made of sandstone. • The sarsens came from 18 miles away. • The smaller stones (bluestone) came	In this chapter, we learned that Stonehenge is made of two kinds of stone (sarsen and bluestone) that both came from locations far away from where Stonehenge is. The people that built Stonehenge treated the stones like wood as they constructed it, using special joints called mortise and tenon joints.	The people who constructed Stonehenge were very precise and used extreme care to construct Stonehenge.

	from 150 miles away. • No one is sure how the people moved the stones from one place to another. • "Instead of guessing how the stones were moved archaeologists continue to ask the more interesting question: why?"		
3	• Mike's mom brought him to Stonehenge as a baby. • When Mike was a child, workers laying pipe near his home found an ancient burial site with human bones. • Mike decided he wanted to be a scientist who could "dig up relics like that and make sense of them." • Mike's teachers were not supportive of his dream to be an archaeologist. • He became one anyway and taught at Sheffield University. • He and his wife worked in different parts of the world. • Mike and his wife did research in Madagascar.	Mike was a child who was inspired to be an archaeologist after watching a group of workers accidently discover an ancient burial ground with human bones in it. Although his teachers weren't encouraging, he ended up becoming an archaeologist and studying all over the world.	Mike wanted to become an archaeologist for most of his life and was motivated as a young boy after watching workers discover an ancient burial ground near his home.
4	• In the past, only famous men were able to become "master archaeologists." • Mike and his wife traveled to Madagascar in 1991 in order to research there. • Mike was studying the ancient people in Madagascar and got a call from BBC TV. • They were doing a documentary about Stonehenge and wanted a person from Madagascar because there were similarities in the tombs and "standing stones." • The BBC director thought someone from Madagascar could give new insight into what Stonehenge meant.	Ramilisonina is a retired archaeologist from Madagascar who has dedicated his life to learning about the ancient people of Madagascar. After being approached by BBC TV for a documentary about Stonehenge, Mike invited Ramilisonina to bring a fresh perspective to the site.	Ramilisonina is an archaeologist who Mike asks to come to Stonehenge to help look at the site with "fresh eyes."

	• Mike asked Ramilisonina, a retired archaeologist from Madagascar who was an expert. • Ramilisonina had been to England once, but never to Stonehenge. • Ramilisonina would be looking at Stonehenge for the first time "with fresh eyes."		
5	• Ramilisonina hated filming at Stonehenge because it was so cold. • Ramilisonina's theory about Stonehenge was that "the stones were put up for ancestors. You build out of stone when you want something that will never fade away." • Ramilisonina believed that Stonehenge was built "to usher, to welcome, the honored dead into their permanent home." • There have been many theories about Stonehenge over the past 300 years • All of the people who have studied Stonehenge in the past believed it was a type of temple. • Ramilisonina saw Stonehenge in a completely different way than anyone else had before. • In Madagascar stone houses for the dead are "matched with a house made of wood, where people live." • This helped Mike connect the Southern Circle to Stonehenge.	Ramilisonina's view of Stonehenge was different than anyone else's before. He and Mike came up with a theory that Stonehenge was for the dead and was linked to the Southern Circle, a place for the living.	Ramilisonina's theory about Stonehenge is different from anyone's before; he teaches us that it is important to continue to question things, even after theories have been made.
6	• Linking the Southern Circle and Stonehenge was a difficult claim to make because it wasn't clear if they were from the same time period. • "I realized that I had been completely wrong to believe that the quest to unlock the secrets of the past ended before I was born; just the opposite."	After finding confusing evidence from Atkinson that dated the stones making up Stonehenge in a way that didn't make sense, Mike formed the Riverside team to continue to	Mike wasn't afraid to question past archaeologists' work in order to understand the history of Stonehenge. When something didn't make sense, he didn't accept it - he kept

	• "The timelines of ancient history in books were educated guesswork." • Richard Atkinson was in charge of Stonehenge in the 1950s. • He was a the kind of archaeologist that many people imagine (elegant, wise gentleman who knew it all). • He believed that he found "the ramp used to raise one of the stones in place." • He also found an antler pick that he believed was used as a tool by the people who built Stonehenge. • Carbon-14 dating is a process that is used by modern archaeologists to date anything that used to be alive. • It uses the carbon that is left in the organism to date it within 150-200 years. • Mike used carbon-14 dating to "redate" the antler pick more accurately and found it was actually a match to the time that the other stones were raised (2600-2500 B.C.). • Mike needed to make a choice: would he "let Ramilsonina's insight fall into silence" or "he could take up the challenge himself." • Mike got together a group of archaeologists and called them "the Riverside team." • They began the long process to seek permission to dig at Stonehenge. • After much back and forth, Mike was able to begin to dig at a very small area and they tested the soil.	study Stonehenge and question the work of past archaeologists. After much struggle, the team was granted a small area to study.	searching for answers no matter how difficult the process was.
7	• Mike and his crew found an ancient ditch near the Southern Circle. • The cows at the Southern Circle were a problem for the Riverside Team. • They discovered "giant stands of	Mike and his crew continued to look for evidence to prove Ramilsonina's theory to be true, and they found	Mike and the Riverside Team found evidence (in the remains of the homes, and the animal bones) that people lived

	wood" that they believed were posts for houses. • Mike and a driver found "clear evidence that people had lived, worked, and eaten right there." • They found the remains of 9 houses. • This was "the first real evidence ever found of where and how people lived and when they used Stonehenge." • The animal bones that were found showed that the ancient people ate pigs and cows. • The pigs were "typically about nine months old when they died...must have been cooked and eaten midwinter." • "The cows' teeth were more difficult to age." • The animals were brought to the site from between 30 and 70 miles away.	it. They located remains from at least 9 homes and "Pay dirt: black soil filled with animal bones, scraps of pottery and flint" that proved "people had lived, worked, and eaten right there."	and used Stonehenge and that proved Ramilsonina's theory was true.
8	• The summer solstice brings 35,000 travelers to visit Stonehenge to see the "rising sun color the avenue and then split the pillars." • The team found the "real" avenue they had been looking for that connects Stonehenge to the Southern Circle. • The avenue was paved with flint. • The pattern of the sun running through the site(s) reverses on the shortest day of winter • "The turning of the entire year was marked by Stonehenge and the Southern Circle." • The team discovered "Bluehenge... a circle of bluestones, originally from Wales, that once stood here beside the riverbank." • Mike reviewed the records that Atkinson has taken over many years of studying Stonehenge to check on	After discovering the avenue that connected the Southern Circle to Stonehenge, the Riverside Team was able to correct an error made long ago by the archaeologist, Atkinson. Mike was able to officially match the dates of those "misdated" sarsens to match the other dates he previously identified. These dates were "a perfect match."	Mike and the Riverside team followed the archaeological process carefully and were able to not only make important discoveries, but also correct errors made by previous archaeologists in order to prove theories.

	the "mismatch" with dates. • He looked closely at the dating of the ramp that Atkinson believed was used to place some of the stones. • Mike was able to "fix" the error and identified that sarsens were raised "between 2600 and 2480 B.C." • The antler picks that were previously found matched these dates.		
9	• After making three big discoveries at Stonehenge ("the houses, the bones, and the avenue") Mike and the Riverside team "got permission to spread out." • They believe that the bluestones were brought to Stonehenge "from that Welsh homeland was a way to link ancestries with the people of south and southeast England, where the local stones were sarsen." • They also discovered that the homes they discovered would have looked just like homes built around Britain at the time. • "The Cursus is a very long, thin rectangle." • There are many "natural ridges in the landscape near Stonehenge" that would allow the "rising sun" to "inch along." • The site was eventually "closed down" as the culture shifted and "people broke into smaller bands" as "the old ways of living changed."	Mike, Ramilsonina, and the Riverside team made new discoveries that helped them understand Stonehenge. They believe that Stonehenge was built where it is because of the land and the summer and winter solstices, that stones were brought to the site to link ancestries from different parts of England, that Stonehenge was a place to honor the dead and have celebrations, and that the Southern Circle was a place to live and gather. They believe that Stonehenge was shut down because the culture shifted.	Mike, Ramilsonina, and the Riverside team made new discoveries that helped them understand Stonehenge.
Epilogue	• Marc Aronson believes that, "It is about putting aside what you think you know, what has been passed along, and being willing to trust what you yourself see and to test it	Marc Aronson inspired his readers to follow Mike, Ramilsonina, and the Riverside teams' lead and keep looking,	Marc Aronson wrote this text to encourage readers to trust themselves to see things with fresh eyes and

	rigorously." • Aronson describes a description of a boy finding carving on the stones because he looked "with clear eyes." • Arsonson believes that the BBC opened up the study of Stonehenge to the entire world when they invited Ramilsonina to be a part of the study. • Many archaeologists believe that their studies (from all around the world) help them have new and fresh perspectives whenever they dig - they don't get stuck in one mindset. • Mike and the Riverside team and a true team - Mike functions as their spokesperson, but all of their expertise together is what makes them so successful.	researching, and seeking out answerings. He wants people to continue to ask questions and seek answers, even if it is about things that have been previously "discovered."	allow themselves to find answers using a thoughtful process.

Understand

1. As you read, highlight any details you have identified that convey the central idea and note the page number from the text.

Express Understanding

You have been tracking details throughout the text that convey the central idea. Record all of the details you have identified, or highlighted, that convey the central idea of *If Stones Could Speak*.

_____

_____

_____

_____

_____

_____

_____

_____

_____

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Lesson 1

Extension Task: Brainstorming

Read page 27 of *If Stones Could Speak* by Marc Aronson.

Understand

Extension Task Directions
You have been transported into the future, and a cataclysmic event has buried your city under debris. You have uncovered a portion of the city and are tasked with developing a set of field notes detailing your dig and discoveries. To prepare for this dig, you will review the archaeological process by: ● rereading selections from our unit texts, ● developing a plan for excavation, and ● recording data in the form of field notes. Also, in order to preserve the history of your school, you will examine an area of the school and take your own notes, modeling them after the samples we have reviewed. Evaluate a handful of items as archaeologists from the future, "investigating" an area of the school as a futuristic archaeologist. Create an archaeological report detailing the findings (including visuals, e.g., drawings, photographs) and a separate narrative description of daily life based on artifacts and evidence located at the "site." You can use a humorous or serious tone, but you should include vocabulary from material read and model your writing after the style of the texts included in the set. Your writing should use grade-appropriate words and phrases and a variety of sentence patterns. It should also demonstrate command of proper grammar and usage, punctuation, and spelling.

1. What kind of notes would an archaeologist take?

_____

_____

2. What would an archaeologist record?

_____

_____

3. What kind of notes would an archaeologist take?

_____

_____

Think about where your dig site will be.

4. Where is the site located? Would it have been indoors or outdoors?

_____

_____

_____

_____

5. What is near the site?

_____

_____

6. What landmarks are near the site (doors, woods, bodies of water, etc.)?

_____

_____

Express Understanding

As you examine your site, include labeled sketches and drawings. Use the next page to draw and sketch your site. Include landmarks, artifacts, and other important labels. Complete your field notes by answering the questions below.

1. Who might have spent time at the site?

_____

_____

2. What evidence or artifacts can you identify?

_____

_____

3. What did you notice as you examined the identified site?

_____

_____

4. Can you draw any conclusions about the site?

_____

_____

Lesson 2

Extension Task Directions
You have been transported into the future, and a cataclysmic event has buried your city under debris. You have uncovered a portion of the city and are tasked with developing a set of field notes detailing your dig and discoveries. To prepare for this dig, you will review the archaeological process by: ● rereading selections from our unit texts, ● developing a plan for excavation, and ● recording data in the form of field notes. Also, in order to preserve the history of your school, you will examine an area of the school and take your own notes, modeling them after the samples we have reviewed. Evaluate a handful of items as archaeologists from the future, "investigating" an area of the school as a futuristic archaeologist. Create an archaeological report detailing the findings (including visuals, e.g., drawings, photographs) and a separate narrative description of daily life based on artifacts and evidence located at the "site." You can use a humorous or serious tone, but you should include vocabulary from material read and model your writing after the style of the texts included in the set. Your writing should use grade-appropriate words and phrases and a variety of sentence patterns. It should also demonstrate command of proper grammar and usage, punctuation, and spelling.

Understand

1. Using your field notes from lesson one, complete the archaeological report below.

General Observations of the Site
Important Landmarks

Important Artifacts
Drawings/Photographs/Visual Clues/Site Map
Conclusions (Who may have spent time here? What did they use the site for? What did they do with the artifacts?)

Use the next page to create the visual of your dig site. This should include maps with labels and drawings with captions.

What is the structure of a narrative description?

Introduction ● Establish a context. ● Introduce yourself and where you live.
Body Paragraphs 2-4 Tell a story of your daily life using the description of what you found at the site. ● Explain the artifacts and observations and how you use them in your daily life. ● Use descriptive details to convey experiences and events.
Conclusion ● Provide a conclusion that follows from your narrated events and experiences.

Express Understanding

Use your archaeological report from lesson two to draft your narrative essay below.

Paragraph	Rough Draft
Introduction: ● Who are you? ● Where do you live?	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____

Body Paragraph 2-4: ● What is your daily life like? ● How old are you? ● What do you do for fun? ● How do you use the site? ● What are the purposes of the identified artifacts?	

Conclusion: Provide a conclusion that follows from your narrated events and experiences.	

	_____ _____ _____ _____ _____ _____ _____ _____ _____

Lesson 3

Culminating Writing Task: Revise

Understand

- ❏ **Introduction Paragraph:**
  - ❏ Identify the context by underlining it with a green marker.
    - ❏ Did you identify who you are?
    - ❏ Did you identify where you live?

- ❏ **Body Paragraphs 2-4:**
  - ❏ Determine if you have answered all parts of the writing prompt:
    - ❏ Identified an area of the school as your "site."
    - ❏ Detailed a narrative description of daily life based on artifacts and evidence located at the "site."

- ❏ **Conclusion Paragraph:**
  - ❏ Identify the conclusion sentence and circle it with a green marker.
    - ❏ Determine if your conclusion sentence follows your narrated events and experiences.

Express Understanding

Make at least two revisions to your writing draft to improve your writing.

Lesson 4

Culminating Writing Task: Edit

Understand

1. Reread your first draft.
2. As you read, look for areas where you may have made errors in writing such as grammar, punctuation or spelling.

Express Understanding

Use the Editing Marks chart below to indicate edits that you make to your draft. Use your pen to make the edits.

Editing Marks	
Capital Letter	≡
New Paragraph	¶
Remove	ℯ
Add	∧
Check Spelling	sp ○

Lesson 5

Culminating Writing Task: Final Draft

Use the next three pages to publish your writing. Be sure to include all improvements made during the revision and editing process. Review the writing rubric at the end of this packet to ensure that you are communicating your thoughts and ideas clearly and effectively.

Extension Task Directions
You have been transported into the future, and a cataclysmic event has buried your city under debris. You have uncovered a portion of the city and are tasked with developing a set of field notes detailing your dig and discoveries. To prepare for this dig, you will review the archaeological process by: ● rereading selections from our unit texts, ● developing a plan for excavation, and ● recording data in the form of field notes. Also, in order to preserve the history of your school, you will examine an area of the school and take your own notes, modeling them after the samples we have reviewed. Evaluate a handful of items as archaeologists from the future, "investigating" an area of the school as a futuristic archaeologist. Create an archaeological report detailing the findings (including visuals, e.g., drawings, photographs) and a separate narrative description of daily life based on artifacts and evidence located at the "site." You can use a humorous or serious tone, but you should include vocabulary from material read and model your writing after the style of the texts included in the set. Your writing should use grade-appropriate words and phrases and a variety of sentence patterns. It should also demonstrate command of proper grammar and usage, punctuation, and spelling.

Title: _____

By: _____

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Lesson 1

Read

Read "Profiles of Archaeologists" by Linda Carnes-McNaughton from *Intrigue of the Past by Research Laboratories of Archaeology* in the *If Stones Could Speak* Unit Reader.

Understand

1. Read this sentence from "Profiles of Archaeologists."

   It is not what you find; it is what you find out that's important.

   Which best explains the impact of Linda Carnes-McNaughton's statement?

   A. It expresses a passionate tone as she explains that information gathered from the artifacts is more valuable than the artifacts.
   B. It expresses a sarcastic tone as she explains that the information gathered from the artifacts found is not as valuable as the artifacts.
   C. It expresses an exhausted tone as she explains that the information gathered from the artifacts found is based on years of research.
   D. It expresses a serious tone as she explains that the information gathered from the artifacts found disproves years of research.

2. Part A

   Which sentence best states Moore and Carnes-McNaughton's point of view about the challenges of preservation in archaeology?

   A. The challenge of preservation is due to the fact that people do not feel a connection to historical sites or understand the need to save them.
   B. The challenge of preservation is due to the fact that people do not find historical sites relevant to present time needs for economic growth.
   C. The challenge of preservation is due to the fact that people take historical sites for granted and don't realize the valuable research that can be obtained.
   D. The challenge of preservation is due to the fact that people take historical sites for granted and most are destroyed through vandalism or construction.

   Part B

   What statement explains how each goes about trying to solve this problem through his/her work as an archaeologist?

   A. Both hold protests/demonstrations against various organizations for historical preservation.
   B. Both work to protect sites from being destroyed through education for historical preservation.
   C. Both work to protect corporation's rights to expand buildings regardless of historical preservation.
   D. Both work to protect a country's right to industrialization regardless of historical preservation.

Read

Read “The Ever-Changing Timeline of Stonehenge" and "Archaeologists and Their Theories" from the appendix of I*f Stones Could Speak* by Marc Aronson.

Understand

3. Part A

   Which statement summarizes Aronson’s advice in “The Ever-Changing Timeline of Stonehenge”?

   A. Aronson’s advice is to question the ideas in published material because they come from just one author.
   B. Aronson’s advice is to trust the ideas in published material because they have been researched.
   C. Aronson’s advice is to question ideas and not assume any one authority has it right.
   D. Aronson’s advice is to trust authorities and assume that they have the right ideas.

   Part B

   How does “Archaeologists and Their Theories” support this advice?

   A. It supports this advice by showing all archaeologists agreed Stonehenge was a Druid temple.
   B. It supports this advice by showing some archaeologists had no theory about Stonehenge.
   C. It supports this advice by showing various opinions among archaeologists about Stonehenge.
   D. It supports this advice by showing not all theories were based on Stonehenge.

4. Part A

   Which statement below best supports one central idea for all three texts?

   A. The key to understanding our past is to build on prior research and not trust one perspective.
   B. The key to understanding our past is to examine soil samples to determine accurate dating.
   C. The key to understanding our past is to build on current research and not trust an outdated perspective.
   D. The key to understanding our past is to examine artifact samples to determine accurate dating.

   Part B

   Which paragraph from “The Ever-Changing Timeline of Stonehenge” best supports the central idea?

   A. Paragraph 1
   B. Paragraph 2
   C. Paragraph 3
   D. Paragraph 4

5. Part A

How do paragraphs 1 and 10 fit into the overall structure and contribute to the development of the ideas of "Profiles of Archaeologists"?

A. The paragraphs introduce archaeology, explain artifacts, and set the tone for personal experiences.
B. The paragraphs introduce work history, set the tone for personal experiences, and introduce the characters.
C. The paragraphs introduce the professionals, explain work history, and set the tone for personal experiences.
D. The paragraphs set the tone for personal experiences, introduce archaeology, and explain artifacts.

Part B

What statement best supports how the archaeologists in "Profiles of Archaeologists" became interested in the field?

A. One became interested after studying stone tools and the other by getting accepted to a dig site.
B. One became interested after studying stone statues and the other from visiting museums.
C. One became interested after seeing a movie and the other from living in China.
D. One became interested after reading a book and the other from living in Japan.

6. Part A

What is the author's purpose in "Profiles of Archaeologists"?

A. The author's purpose is to inform readers to research the topic and avoid archaeological projects until they have taken college courses toward their career path.
B. The author's purpose is to inform readers to research the topic and volunteer on archaeological projects in order to make an informed decision for their career path.
C. The author's purpose is to inform readers to research the topic and work as an apprentice to gain knowledge before taking college courses toward their career path.
D. The author's purpose is to inform readers to research the topic and work at a museum to gain knowledge before taking college courses toward their career path.

Part B

What statement best supports what the author is conveying in paragraphs 8 and 17 of "Profiles of Archaeologists"?

A. Volunteer for archaeological digs or labs in your area.
B. Learn the preservation laws in your state or community.
C. Read about everything that interests you in history.
D. Take courses in social and physical sciences.

Lesson 2

Read

Review "Profiles of Archaeologists" by Linda Carnes-McNaughton from *Intrigue of the Past by Research Laboratories of Archaeology* in the *If Stones Could Speak* Unit Reader.

Express Understanding

Examine this statement in "Profiles of Archaeologists" from Linda Carnes-McNaughton from *Intrigue of the Past by Research Laboratories of Archaeology* in the *If Stones Could Speak* Unit Reader.

> **Being an archaeologist means looking at the world around us in a different perspective. We live in the present as we study the past in order to learn what to do in the future.**

Write a multi-paragraph essay that argues whether Aronson, the author of *If Stones Could Speak*, would agree with Carnes-McNaughton's statement. Cite evidence from the text to support your response. Be sure to observe the conventions of standard English.

Lesson 3

Read

Reread pages eight and nine from *If Stones Could Speak* by Marc Aronson.

Understand

1. Who is the narrator of this section?

_____

_____

2. What is the "work" that is being referred to?

_____

_____

3. What does Aronson mean when he uses the "wave" reference?

_____

_____

4. What is the "big idea" that Aronson discusses?

_____

_____

Express Understanding

> "This is a book about questioning what others believe to be true, not accepting ideas just because famous people say they are right. [...] And that is the really big story here—how a new idea, a new way of thinking, can go from being dismissed to capturing the attention of the world."

1. What does the quote make you think of?

_____

_____

_____

_____

2. What people from the text does this quote bring to mind?

_____

_____

_____

_____

Lesson 4

Vocabulary Journal

1. Read your independent reading novel for 20 minutes.
2. Pick six words from the text that are important to the central idea or theme of the text.
3. Write the word in the left-hand column and write an original sentence using the word to summarize what you have read.

Title of independent reading book: _____

Today I started on page _____ and finished reading on page _____.

Word	Sentences

Lesson 5

Vocabulary Journal

4. Read your independent reading novel for 20 minutes.
5. Pick six words from the text that are important to the central idea or theme of the text.
6. Write the word in the left-hand column and write an original sentence using the word to summarize what you have read.

Title of independent reading book: _____

Today I started on page _____ and finished reading on page _____.

Word	Sentences

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Lesson 1

Culminating Writing Task: Brainstorming

Review the Culminating Writing Task Directions and the text *If Stones Could Speak* by Marc Aronson.

Culminating Writing Task Directions
Read the following statement from *If Stones Could Speak: Unlocking the Secrets of Stonehenge*: "This is a book about questioning what others believe to be true, not accepting ideas just because famous people say they are right. [...] And that is the really big story here—how a new idea, a new way of thinking, can go from being dismissed to capturing the attention of the world" (pp. 8-9). What does the author Marc Aronson mean and how does he explain and support this idea throughout the text? To answer this question: ● Read the quotation. ● Review the text to determine the meaning of the quotation. ● Determine 2-3 reasons the author provides which support this central idea. ● For each reason, select details, examples, evidence, etc. the author provides as support. Write an essay that explains how the author introduces and elaborates his central idea and purpose. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of textual evidence, including direct quotations and page numbers.

Understand

It is important to carefully read your writing prompt and prepare to write before you actually begin writing. As you prepare to answer the writing prompt, first review the charts you completed to list important details, summarize each chapter, and identify the central ideas.

Graphic organizers often help us to organize our thoughts and ideas. Use the graphic organizer in the next section to organize your thoughts before writing your rough draft.

Chapter	Important Details	Summary	Central Idea
1	● Stonehenge is a mysterious circle of stones. ● It was built 4,500 years ago. ● Mike and the Riverside Project team	In this chapter, we learn that Stonehenge is a mysterious circle of stones in Western	This book is going to be about questioning what others believe to be true in order to learn more,

	are leading the expedition. • There are many mysteries to be solved at Stonehenge. • People have been studying the site for thousands of years. • We must always continue to ask questions to gain knowledge. • "As I discovered, when we think in new ways, the past reveals fresh secrets." • There have been many theories about what it represents. • Stonehenge is comprised of a series of sites linked together. • A new idea can capture the attention of the world.	England. Mike and the Riverside Project team are archaeologists who studied Stonehenge. The author, Marc Aronson, explains that it is important to ask questions to gather new information and form new ideas.	and how Mike and his team accomplished that.
2	• Stonehenge is made up of a series of large and smaller stones. • The people who built Stonehenge treated the stones like wood. • The stones on the top (lintels) are held in place using a mortise and tenon joint. • The is most likely the same way wooden beams were attached during this time (before nails). • Sarsens are the tall stones that hold up the structure, made of sandstone. • The sarsens came from 18 miles away. • The smaller stones (bluestone) came from 150 miles away. • No one is sure how the people moved the stones from one place to another. • "Instead of guessing how the stones were moved archaeologists continue to ask the more interesting question: why?"	In this chapter, we learned that Stonehenge is made of two kinds of stone (sarsen and bluestone) that both came from locations far away from where Stonehenge is. The people that built Stonehenge treated the stones like wood as they constructed it, using special joints called mortise and tenon joints.	The people who constructed Stonehenge were very precise and used extreme care to construct Stonehenge.
3	• Mike's mom brought him to Stonehenge as a baby. • When Mike was a child, workers laying	Mike was a child who was inspired to be an archaeologist after	Mike wanted to become an archaeologist for most of his life and was

	pipe near his home found an ancient burial site with human bones. • Mike decided he wanted to be a scientist who could "dig up relics like that and make sense of them." • Mike's teachers were not supportive of his dream to be an archaeologist. • He became one anyway and taught at Sheffield University. • He and his wife worked in different parts of the world. • Mike and his wife did research in Madagascar.	watching a group of workers accidently discover an ancient burial ground with human bones in it. Although his teachers weren't encouraging, he ended up becoming an archaeologist and studying all over the world.	motivated as a young boy after watching workers discover an ancient burial ground near his home.
4	• In the past, only famous men were able to become "master archaeologists." • Mike and his wife traveled to Madagascar in 1991 in order to research there. • Mike was studying the ancient people in Madagascar and got a call from BBC TV. • They were doing a documentary about Stonehenge and wanted a person from Madagascar because there were similarities in the tombs and "standing stones." • The BBC director thought someone from Madagascar could give new insight into what Stonehenge meant. • Mike asked Ramilisonina, a retired archaeologist from Madagascar who was an expert. • Ramilisonina had been to England once, but never to Stonehenge. • Ramilisonina would be looking at Stonehenge for the first time "with fresh eyes."	Ramilisonina is a retired archaeologist from Madagascar who has dedicated his life to learning about the ancient people of Madagascar. After being approached by BBC TV for a documentary about Stonehenge, Mike invited Ramilisonina to bring a fresh perspective to the site.	Ramilisonina is an archaeologist who Mike asks to come to Stonehenge to help look at the site with "fresh eyes."
5	• Ramilisonina hated filming at Stonehenge because it was so cold.	Ramilisonina's view of Stonehenge was	Ramilisonina's theory about Stonehenge is

	• Ramilisonina's theory about Stonehenge was that "the stones were put up for ancestors. You build out of stone when you want something that will never fade away." • Ramilisonina believed that Stonehenge was built "to usher, to welcome, the honored dead into their permanent home." • There have been many theories about Stonehenge over the past 300 years. • All of the people who have studied Stonehenge in the past believed it was a type of temple. • Ramilisonina saw Stonehenge in a completely different way than anyone else had before. • In Madagascar, stone houses for the dead are "matched with a house made of wood, where people live." • This helped Mike connect the Southern Circle to Stonehenge.	different than anyone else's before. He and Mike came up with a theory that Stonehenge was for the dead and was linked to the Southern Circle, a place for the living.	different from anyone's before; he teaches us that it is important to continue to question things, even after theories have been made.
6	• Linking the Southern Circle and Stonehenge was a difficult claim to make because it wasn't clear if they were from the same time period. • "I realized that I had been completely wrong to believe that the quest to unlock the secrets of the past ended before I was born; just the opposite." • "The timelines of ancient history in books were educated guesswork." • Richard Atkinson was in charge of Stonehenge in the 1950s. • He was a the kind of archaeologist that many people imagine (elegant, wise gentleman who knew it all). • He believed that he found "the ramp used to raise one of the stones in place" • He also found an antler pick that he	After finding confusing evidence from Atkinson that dated the stones making up Stonehenge in a way that didn't make sense, Mike formed the Riverside team to continue to study Stonehenge and question the work of past archaeologists. After much struggle, the team was granted a small area to study.	Mike wasn't afraid to question past archaeologists' work in order to understand the history of Stonehenge. When something didn't make sense didn't make sense, he didn't accept it - he kept searching for answers no matter how difficult the process was.

	believed was used as a tool by the people who built Stonehenge. • Carbon-14 dating is a process that is used by modern archaeologists to date anything that used to be alive. • It uses the carbon that is left in the organism to date it within 150-200 years. • Mike used carbon-14 dating to "redate" the antler pick more accurately and found it was actually a match to the time that the other stones were raised (2600-2500 B.C.). • Mike needed to make a choice: would he "let Ramilsonina's insight fall into silence" or "he could take up the challenge himself." • Mike got together a group of archaeologists and called them "the Riverside team." • They began the long process to seek permission to dig at Stonehenge. • After much back and forth, Mike was able to begin to dig at a very small area and they tested the soil.		
7	• Mike and his crew found an ancient ditch near the Southern Circle. • The cows at the Southern Circle were a problem for the Riverside team. • They discovered "giant stands of wood" that they believed were posts for houses. • Mike and a driver found "clear evidence that people had lived, worked, and eaten right there." • They found the remains of 9 houses. • This was "the first real evidence ever found of where and how people lived and when they used Stonehenge." • The animal bones that were found showed that the ancient people ate	Mike and his crew continued to look for evidence to prove Ramilsonina's theory to be true, and they found it. They located remains from at least 9 homes and "Pay dirt: black soil filled with animal bones, scraps of pottery and flint" that proved "people had lived, worked, and eaten right there."	Mike and the Riverside Team found evidence (in the remains of the homes, and the animal bones) that people lived and used Stonehenge and that proved Ramilsonina's theory was true.

	pigs and cows. • The pigs were "typically about nine months old when they died...must have been cooked and eaten midwinter." • "The cows' teeth were more difficult to age." • The animals were brought to the site from between 30 and 70 miles away.		
8	• The summer solstice brings 35,000 travelers to visit Stonehenge to see the "rising sun color the avenue and then split the pillars" • The team found the "real" avenue they had been looking for that connects Stonehenge to the Southern Circle. • The avenue was paved with flint. • The pattern of the sun running through the site(s) reverses on the shortest day of winter. • "The turning of the entire year was marked by Stonehenge and the Southern Circle." • The team discovered "Bluehenge... a circle of bluestones, originally from Wales, that once stood here beside the riverbank." • Mike reviewed the records that Atkinson has taken over many years of studying Stonehenge to check on the "mismatch" with dates. • He looked closely at the dating of the ramp that Atkinson believed was used to place some of the stones. • Mike was able to "fix" the error and identified that sarsens were raised "between 2600 and 2480 B.C." • The antler picks that were previously found matched these dates.	After discovering the avenue that connected the Southern Circle to Stonehenge, the Riverside Team was able to correct an error made long ago by the archaeologist, Atkinson. Mike was able to officially match the dates of those "misdated" sarsens to match the other dates he previously identified. These dates were "a perfect match."	Mike and the Riverside team followed the archaeological process carefully and were able to not only make important discoveries, but also correct errors made by previous archaeologists in order to prove theories.

9	• After making three big discoveries at Stonehenge ("the houses, the bones, and the avenue") Mike and the Riverside team "got permission to spread out." • They believe that the bluestones were brought to Stonehenge "from that Welsh homeland was a way to link ancestries with the people of south and southeast England, where the local stones were sarsen." • They also discovered that the homes they discovered would have looked just like homes built around Britain at the time. • "The Cursus is a very long, thin rectangle." • There are many "natural ridges in the landscape near Stonehenge" that would allow the "rising sun" to "inch along." • The site was eventually "closed down" as the culture shifted and "people broke into smaller bands" as "the old ways of living changed."	Mike, Ramilsonina, and the Riverside team made new discoveries that helped them understand Stonehenge. They believe that Stonehenge was built where it is because of the land and the summer and winter solstices, that stones were brought to the site to link ancestries from different parts of England, that Stonehenge was a place to honor the dead and have celebrations, and that the Southern Circle was a place to live and gather. They believe that Stonehenge was shut down because the culture shifted.	Mike, Ramilsonina, and the Riverside team made new discoveries that helped them understand Stonehenge.
Epilogue	• Marc Aronson believes that, "It is about putting aside what you think you know, what has been passed along, and being willing to trust what you yourself see and to test it rigorously." • Aronson describes a description of a boy finding carving on the stones because he looked "with clear eyes." • Arsonson believes that the BBC opened up the study of Stonehenge to the entire world when they invited Ramilsonina to be a part of the study. • Many archaeologists believe that their studies (from all around the world) help them have new, fresh	Marc Aronson inspired his readers to follow Mike, Ramilsonina, and the Riverside teams' lead and keep looking, researching, and seeking out answerings. He wants people to continue to ask questions and seek answers, even if it is about things that have been previously "discovered."	Marc Aronson wrote this text to encourage readers to trust themselves to see things with fresh eyes and allow themselves to find answers using a thoughtful process.

	perspectives whenever they dig - they don't get stuck in one mindset. • Mike and the Riverside team and a true team - Mike functions as their spokesperson, but all of their expertise together is what makes them so successful.		

Express Understanding

Use your completed chart from lesson one and *If Stones Could Speak* to complete the chart below.

Identify two or three reasons that support the central idea in your introduction. Provide three details, examples, or evidence from the text to support your reasons.

Prewriting Graphic Organizer
Introduction
Explanation of the Quote: Central Idea Statement: Statement About What the Essay will be About:
Reason One that Supports the Central Idea

Facts, concrete details, quotations, evidence, or examples from the text:	Facts, concrete details, quotations, evidence, or examples from the text:	Facts, concrete details, quotations, evidence, or examples from the text:
Reason Two that Supports the Central Idea		
Facts, concrete details, quotations, evidence, or examples from the text:	Facts, concrete details, quotations, evidence, or examples from the text:	Facts, concrete details, quotations, evidence, or examples from the text:
Reason Three that Supports the Central Idea		
Facts, concrete details, quotations, evidence, or examples from the text:	Facts, concrete details, quotations, evidence, or examples from the text:	Facts, concrete details, quotations, evidence, or examples from the text:

Conclusion		
Restate the Central Idea: Summarize what your essay is about:		

Lesson 2

Culminating Writing Task: Draft

Review the Culminating Writing Task Directions.

Culminating Writing Task Directions
Read the following statement from *If Stones Could Speak: Unlocking the Secrets of Stonehenge*, "This is a book about questioning what others believe to be true, not accepting ideas just because famous people say they are right. [...] And that is the really big story here—how a new idea, a new way of thinking, can go from being dismissed to capturing the attention of the world" (pp. 8-9). What does the author Marc Aronson mean and how does he explain and support this idea throughout the text? To answer this question: ● Read the quotation. ● Review the text to determine the meaning of the quotation. ● Determine 2-3 reasons the author provides which support this central idea. ● For each reason, select details, examples, evidence, etc. the author provides as support. Write an essay that explains how the author introduces and elaborates his central idea and purpose. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of textual evidence, including direct quotations and page numbers.

Understand

The graphic organizer from lesson one will become the paragraphs for your essay.

Introduction	Body Paragraphs	Conclusion
Consider these three things when drafting your introduction. ● Explain the quote. ● Include a central idea statement. ● State what the essay will be about.	In each body paragraph: ● Explain a reason that supports the central idea. ● Include facts, details, quotations, evidence, or examples from the text.	A conclusion paragraph should leave your reader with a concise understanding of what your essay was about. Conclusions also restate the central idea from the introduction and summarize the reasons in the essay.

Express Understanding: Draft Your Response

Paragraph	Rough Draft
Introduction: ● Explain the quote. ● Include a central idea statement. ● State what the essay will be about.	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____
Body Paragraph 1: This paragraph will explain one reason that supports the central idea. ● Add a signal word in the gray box to begin your paragraph. ● Explain a reason that supports the central idea.	_____, _____ _____ _____ _____ _____ _____ _____ _____

• Include facts, details, quotations, evidence, or examples from the text.	_____ _____ _____ _____ _____ _____ _____ _____ _____
Body Paragraph 2: This paragraph will explain one reason that supports the central idea. • Add a signal word in the gray box to begin your paragraph. • Explain a reason that supports the central idea. • Include facts, details, quotations, evidence, or examples from the text.	_____,_____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____

Body Paragraph 3: This paragraph will explain one reason that supports the central idea. ● Add a signal word in the gray box to begin your paragraph. ● Explain a reason that supports the central idea. ● Include facts, details, quotations, evidence, or examples from the text.	_____,_____
Conclusion: ● Restate the Central Idea. ● Summarize what your essay is about.	

	_____ _____ _____ _____ _____ _____ _____

Lesson 3

Culminating Writing Task: Revise

Understand

- ❏ **Introduction Paragraph:**
  - ❏ Identify the central idea statement by underlining it with a green marker.
    - ❏ Explain the quote.
    - ❏ State what the essay will be about.

- ❏ **Body Paragraph 1:**
  - ❏ Circle the signal words in purple. Circle any other signal words in orange. Do these signal words help the reader understand the structure of your writing?
  - ❏ Determine if you have answered all parts of the writing prompt:
    - ❏ Explain a reason that supports the central idea.
    - ❏ Include facts, details, quotations, evidence, or examples from the text.

- ❏ **Body Paragraph 2:**
  - ❏ Circle the signal words in purple. Circle any other signal words in orange. Do these signal words help the reader understand the structure of your writing?
  - ❏ Determine if you have answered all parts of the writing prompt:
    - ❏ Explain a reason that supports the central idea.
    - ❏ Include facts, details, quotations, evidence, or examples from the text.

- ❏ **Body Paragraph 3:**
  - ❏ Circle the signal words in purple. Circle any other signal words in orange. Do these signal words help the reader understand the structure of your writing?
  - ❏ Determine if you have answered all parts of the writing prompt:
    - ❏ Explain a reason that supports the central idea.
    - ❏ Include facts, details, quotations, evidence, or examples from the text.

- ❏ **Conclusion Paragraph:**
  - ❏ Identify the conclusion sentence and circle it with a green marker.
    - ❏ Restate the Central Idea.
    - ❏ Summarize what your essay is about.

Express Understanding

Make at least two revisions to your writing draft to improve your writing.

Lesson 4

Culminating Writing Task: Edit

Understand

1. Reread your first draft.
2. As you read, look for areas where you may have made errors in writing such as grammar, punctuation or spelling.

Express Understanding

Use the Editing Marks chart below to indicate edits that you make to your draft. Use your pen to make the edits.

Editing Marks	
Capital Letter	≡
New Paragraph	¶
Remove	ℯ
Add	∧
Check Spelling	sp ○

Lesson 5

Culminating Writing Task: Final Draft

Use the next three pages to publish your writing. Be sure to include all improvements made during the revision and editing process. Review the writing rubric at the end of this packet to ensure that you are communicating your thoughts and ideas clearly and effectively.

Culminating Writing Task Directions
Read the following statement from *If Stones Could Speak: Unlocking the Secrets of Stonehenge*, "This is a book about questioning what others believe to be true, not accepting ideas just because famous people say they are right. [...] And that is the really big story here—how a new idea, a new way of thinking, can go from being dismissed to capturing the attention of the world" (pp. 8-9). What does the author Marc Aronson mean and how does he explain and support this idea throughout the text? To answer this question: ● Read the quotation. ● Review the text to determine the meaning of the quotation. ● Determine 2-3 reasons the author provides which support this central idea. ● For each reason, select details, examples, evidence, etc. the author provides as support. Write an essay that explains how the author introduces and elaborates his central idea and purpose. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of textual evidence, including direct quotations and page numbers.

Title: _____

By: _____

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