

We Built (Build) this City GRASP

South St. Louis: “Platforms”

The foundation from which St. Louis was built.

Goals

- Use multiple modalities, resources, and technology to gather, organize, interpret, and apply the most convincing evidence to complete multi-step problems or tasks
- Use data, graphs, chart, documents, and artifacts to develop and represent inferences and conclusions based on authentic task or issues
- Identify components and issues related to contextual problems, formulate, apply and describe strategies to design defensible solutions to non-routine problems
- Identify and express the relationships and patterns among parts, ideas, and/or actions in a system and evaluate personal and global impact of those interactions
- Participate in a range of conversations and collaborations with diverse partners, build on others’ ideas and express ideas clearly and persuasively. Create and present ideas or messages that meet state criteria and positively impact the targeted audience

Role

You are currently working/living in a community as one of the following individuals where there is “archaeology under your feet.” (Circle the role below through whose eyes you will view the historical site.

- Member of culture/long-time community member
- Archaeologist
- New Family
- Developer

Audience

You need to convince the community of _____ , to preserve or not preserve the historical site that is located there.

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Situation

Imagine there is a historical site outside the community of _____. Most of the land around the community is owned and farmed by private individuals. However, the community owns the land on which the site is located. There is a desire to build new homes where the site is located. The new development has been advertised and community members have gathered to share their thoughts about preserving the site.

The site has historical and cultural significance. The site is important to the _____ culture/long-time community members because it is a symbol of their past. They want the site preserved.

Product

Create an argument for/against preserving the archaeological site in the community of _____ (using the point of view of the role you picked above) in order to convince community members to make a decision about the future of the site. Defend your argument (position) with supporting evidence from the research you have conducted related to this site. Your argument may be communicated through a mode of your choice such as but not limited to:

- TedTalks Speech
- Documentary
- Commercial
- Website
- Public Art

Standards & Criteria for Success ([Steam Missouri Learning Priority Standards](#), [Social Studies Missouri Learning Priority Standards](#), and [ELA/English Missouri Learning Priority Standards](#))

- Your final product must include information about your historical site (time, place, background information - 5 W's & H).
- Your argument should be written using the claim, evidence, reasoning format already taught in ELA/English. It should also include references to primary sources related to the site (such as but not limited to a picture, map, artifact).
- Your work will be judged by your fellow class members and teacher as they vote to preserve or not to preserve the site.

Adapted from: Letts, Cali A., and Jeanne M. Moe. *Project Archaeology: Investigating Shelter*. Bozeman: Project Archaeology, 2009. Print.