



Adventure Description:

In this adventure, students will think like a classicist and analyze fingerprints found on ancient Roman artifacts.

Activity

Teacher note: This activity should be completed across two days. Complete Steps 1-3 on the first day and Steps 4-5 on the second day.

Step 1: Background on Fingerprint Analysis and Classicist (5 minutes)

- Show [Video: Ancient Rome Fingerprints](#).
- Explain to students that dactylographic refers to the scientific study of fingerprints to identify humans. Explain to students that a classicist is someone who studies the ancient Greek and Roman civilizations. Ask students why classicists and other professionals would use fingerprints to learn about ancient history.
- As a class, discuss reasons why it can be difficult to understand what life was like thousands of years ago.
- Examples of the difficulties include:
 - There is a lack of primary sources for Ancient Greek and Roman history.
 - Sources that are available sometimes have been translated inaccurately.
 - Artifacts from archaeological sites are stolen or ruined.
 - Archaeological dig sites can be ruined due to weather or vandalism.
 - Lack of accurate records and sources means some questions are difficult to answer.
- Explain that professionals use fingerprint analysis to study many different ancient and modern societies. Show [Handout: Using Fingerprint Analysis to Study Ancient History](#).

Step 2: Activity Set Up (5 minutes)

- Explain to students that they will be studying artifacts and fingerprints to learn more about Ancient Rome. They will do the activity across two days. They will create their artifact and fingerprint today and analyze another person's artifact on another day.
- Provide students with [Handout: Steps for Part 1 of Activity](#). As a class, read through the steps. Students will first complete Steps 1 and 2 of Part I.
- Provide each student with the following materials:
 - One card from [Handout: Identification Cards for Students](#) and [Handout: Artifact Report](#).
 - Clay or play doh
 - Assortment of art supplies and building materials (e.g., toothpicks, popsicle sticks, recycled boxes, tape, scissors, construction paper)
 - Stamp pad (can be shared among students)

Step 3: Creating Artifacts and Reports (30+ minutes)

- Next, have students follow step 3 on [Handout: Steps for Part 1 of Activity](#).

Please contact Allison Bischoff, Director of Customer Service, at allison@rozzylearningcompany.com or 314-272-2560 with questions.

- Teacher notes:
 - When students finish writing their reports, they should cut them off of their handout and give them to you. Store the reports in a safe place until the next class.
 - When students finish creating their artifacts, instruct students where to place them in the classroom so they be used during the next class.

Step 4: Analyzing Artifacts (20+ minutes)

- Explain to students that they will pretend they are classicists who are analyzing artifacts from Ancient Rome that have fingerprints on them.
- Provide each student with the following:
 - An artifact that belongs to a classmate
 - [Handout: Steps for Part 2 of Activity](#) and [Handout: Artifact Discovery Report](#).
- Explain to students that they will first analyze the artifact they were given without having additional information that came from the fingerprint associated with it. This means students will only be able to make guesses on what the artifact is and will not receive a report with information about who created the artifact and what it was used for.
- Have students complete step 1 on the handout. Students should learn as much as then can from the artifact. While students are working, ask them the following questions:
 - How sure are you that what you've observed about your artifact is correct?
 - What can you tell about the person that owned the artifact?
- Next, tell students they will have the opportunity to analyze the artifact with fingerprint knowledge. Have students complete step 2 on the handout.
- While students are working, ask them the following questions:
 - Were your observations correct?
 - What else have you learned?
 - How does this new information change your understanding of the artifact's owner?

Step 5: Class Discussion (5 minutes)

- Ask students to share their experience about trying to understand an artifact with and without fingerprint data.
- Ask students to come up with a claim as a class about using fingerprints to help learn more about ancient artifacts and what they tell us about roman life.

Materials List

Provided online:

- Video: Ancient Rome Fingerprints
- Handout: Using Fingerprint Analysis to Study Ancient History
- Handout: Steps for Part 1 of Activity
- Handout: Artifact Report
- Handout: Identification Cards for Students
- Handout: Steps for Part 2 of Activity
- Handout: Artifact Discovery Report

Not Provided Online:

- Each student needs:
 - Art and building supplies
 - Clay or play doh
 - Stamp pad

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