

ARCHAEOLOGISTS WITHOUT BORDERS

activities for a read aloud sequence

By [Jean-Olivier Gransard-Desmond](#)

This sequence is suitable for classes of:

- Primary School
- Middle School
- High School

of any size, knowing that the idea is to create groups of 5 students with a text and other students for the figuration.

The proposed sequence focuses on english oral, reading, history, science, geography and citizenship learning for a group read aloud project involving teachers of English, history, geography and sport education.

The knowledge and skills mobilized by subject are:

- in English, this project will mobilize the skills of text comprehension, reading aloud and memorization
- in moral and civic education, this project will mobilize knowledge and skills that will allow students to understand the importance of respect and to act daily against hatred through the duty of remembrance as a lever for bringing people together
- in History and Geography, this project will mobilize the knowledge and skills of understanding human societies in time and space with their contemporary consequences
- in sport education, this project will mobilize the skills of teamwork, task sharing and physical expression for the production of an artistic work such as a play

These different aspects will not be detailed in the present sequence, to be left to the teacher's free choice.

This project can be presented to families through a play, which you can organize using the example provided in the [resource *Reading. a child's play.*](#)

This document is part of a set accessible on the ArkeoTopia website under the name of [Archaeologists Without Borders, a short story about tolerance and the applications of archaeology.](#)

S1 - Presentation of the project 1

Duration: 45 minutes

Prerequisite: a minimum of a third-grade reading level

Materials: short story *Archaeologists Without Borders* for each pupil

Classroom organization: group class

1. 5 min - Introduction to the short story *Archaeologists Without Borders* and its author Jean-Olivier Gransard-Desmond (see the author's biography below)

2. 25 min. - Alternate reading between the teacher and the students of the short story.

3. 10 min - Launching the debate with the class by asking: how many people can read a short story like the one distributed at the same time? Collect the ideas and indicate that 5 people can read this short story simultaneously because of the presence of 5 characters, which makes it possible to turn it into a play, which is what the class will do.

S2 - Presentation of the project 2

Duration: 55 minutes

Prerequisite: to have completed S1 - Presentation of the project 1

Material: short story *Archaeologists, without borders* for every student - [Film *Fairies versus facts, from reading to theater*](#) - computer with video-projector or interactive whiteboard (IWB) or Interactive Multimedia System like an Interactive Projector Game System (IPGS)

Classroom organization: group class

1. 5 min - Reminder of the previous session

2. 15 min - To show how it is possible to transform a fiction into a play from the viewing of the fictional: Fairies versus facts, from reading to theater

3. 25 min - Discuss with the students the material that will be needed for the theatrical production => ask for a silent reading of the short story to identify the material needed for the set, the costumes, the objects to have on stage).

5. 10 min - Open the debate on the need to make the film identical to the short story or not, on the question of the rights of use of the film (see the licenses of use at the bottom of this page on the one hand and have the students locate the mention of Eva in the film as to the possibility of photocopying 10% of a book for educational purposes)

S3 - Reading aloud

Duration: 45 minutes

Prerequisite: to have completed S2 - Presentation of the project 2

Materials: short story *Archaeologists Without Borders* for each student

Classroom organization: group class

1. 5 min - Reminder of the previous session

2. 15 min. - If the students do not know yet what a fiction book looks like, allow time during this session for them to find out: the title (*Archaeologists Without Borders*), the name of the collection (*Stories of Tolerance*), the name of the author (Jean-Olivier Gransard-Desmond), the name of the publisher (Independent Self-Publishing), and to present them what a short story is in comparison to a novel.

3. 25 min - Reading aloud by the teacher with alternating intonation for the same passage with the pupils at a rate of several sentences decided by the teacher per pupil (For the first to the third grade, an exercise to revise the notion of sentence: a sentence begins with a capital letter and ends with a period, and for the other grades, an opportunity to see aspects of grammar or spelling).

Homework: Reading the short story and note any comprehension difficulties (vocabulary, passage).

S4 - Discovery of the new

Duration: 45 minutes

Prerequisite: Having carried out the previous sessions

Materials: short story *Archaeologists Without Borders* for each student - stage director's cards

Classroom organization: group class

1. 5 min - Reminder of the previous session

2. 20 min - Second reading aloud by the students alone, this time with intonation.

2. 20 min - Questions regarding the comprehension of the text: who the characters are for each other, the place of the action, the subject of the action, etc.

Fifth to eighth grades assignment: propose a rewrite of the short story adapted for the theater by shortening Lisa's descriptive parts.

S5 - Rewriting

Duration: 45 minutes

Prerequisite: Having concluded the previous sessions

Material: short story *Archaeologists Without Borders* for each student - assignment completed

Classroom organization: group class

1. 5 min - Reminder of the previous session

2. 10 min - Ask: Is the text usable as is for a play?

Collection of designs and asking: How to make it effective? => expected answer: deletion of some passages and rewriting of the links.

3. 20 min - Proposal of deletion with a pen or a colored pencil, cross out with a ruler the passages to be deleted. The teacher checks the proposals as they are made in order to approve them or not and to move on to the second exercise: writing a new logical relationship between the last dialogue and the next one thanks to a short narration. For third and fourth grades, reduce this work to one or two pages.

4. 10 min - The teacher makes the students read out the proposals that can be used, noting the reasons for these choices.

S6 - Organization and start of training

Duration: 45 minutes

Prerequisite: to have completed the previous sessions

Materials: short story *Archaeologists Without Borders* adapted by the students from the previous session or by the teacher for each pupil - stage director's cards - space for sport education classes so that the students have room to move around

Classroom Organization: X groups of 5 characters + 1 narrator +X students for extras

1. 5 min - Reminder of the previous session

2. 5 min - Divide the class into as many groups of 6+X as necessary. Ask each group to decide what role each of the six members of the group will play by writing it on a piece of paper. Mention that this sheet will be the director's sheet that will be taken over by a particular student.

3. 5 min - The students will indicate on the stage director's sheet: the title of the film, the title of the short story and the book, the name of the theater group, the name of the characters associated with each student

4. 20 min - Beginning of the organization and practice of reading aloud within the groups while working on intonation

5. 10 min - First restitution so that the groups give each other ideas.

Homework: memorize your text, knowing that of others before and after your own speech.

S7 - Reading, practice

Duration: 45 minutes

Prerequisite: having done the previous sessions

Materials: short story *Archaeologists Without Borders* adapted by the students from the previous session or by the teacher for each student - director's cards - space for sport education classes so that the students have room to move around

Classroom Organization: X groups of 5 characters + 1 narrator +X students for extras

1. 5 min - Reminder of the previous session

2. 20 min - Continuation of reading aloud exercises within the groups, working on intonation based on the feedback received earlier

2. 20 min - Each group presents their rehearsal work to the others with discussion on ideas for contributions or modifications

Homework: memorize the text, knowing the text of others before and after one's own speech and working on intonation.

S8 - Theatrical training

Duration: 45 minutes

Prerequisite: having completed the previous sessions

Materials: short story *Archaeologists Without Borders* adapted by the students from the previous session or by the teacher for each student - director's notes - performance venue

Classroom Organization: X groups of 5 characters + 1 narrator +X students for extras

1. 5 min - Reminder of the previous session

2. 30 min - Practice

3. 10 min - Assessment

Homework: memorize the text, knowing that of others before and after one's own speech and working on intonation.

S9 - Evaluation: theatrical performance

Duration: 45 minutes

Prerequisite: having done the previous sessions

Materials: the short story *Archaeologists Without Borders* adapted by the students from the previous session or by the teacher for each student - director's notes - performance venue

Classroom Organization: X groups of 5 characters + 1 narrator +X students for extras

1. 10 min - Reminder of the previous session and organization of the passages by the teacher from the stage director's cards

2. 30 min - Playback of the scene by group with evaluation based on criteria decided in class

Repeat this session as many times as necessary for all groups to perform.

Consider student assessment time, as the skill of judging is one of the expected skills in Civic and Moral Education.

Presentation of the author

An icono-archaeologist, [Jean-Olivier Gransard-Desmond](#) is a specialist of the man-animal relationship. He was involved in many construction sites from different periods. Founder of ArkeoTopia, he is highly active in the field of scientific mediation, education and defense of archaeological research. In particular, he is the designer of [edutainment materials](#) [My archaeology notebook](#) and scientific animations for the young public. He is the author of several short stories about archaeological research through his characters Alex, Lisa and [Augustin's animal friends](#).

Background of the short story

This fiction is based on real facts told by Ghattas Jeries Sayej in an article entitled "Can archaeologists intervene in the public debate on burning social, cultural or political issues? A Reflection of the Working Group on Israeli-Palestinian Archaeology" published in 2013. The author wanted to make the content accessible to everyone through her characters Alex and Lisa, the archaeologists, who are part of Augustin's World. For this reason, this fiction is not just a work of fiction. It allows us to measure the work of archaeologists and our impact on society. For this reason, it is a literary genre called science fiction.

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