K: Music History Seriation Activity

- **Objectives:** Version 1 is intended for younger students and version 2 requires more independent research, and therefore, would be better suited for older students.

- **Materials:** Enough copies of the BLM15-Music Chronology Activity sheet (which includes the Music Chronology Information sheet) for each student.

- **Vocabulary:** seriation

- **Background Information:** Sometimes archaeologists are not able to date a site without doing more invasive testing, such as Carbon-14 dating, but they are able to relatively date it based on the shape, form, and manufacture of artefacts. Archaeologists are also able to track how the ‘form’ changes over time. The site may then be compared to other sites that produced similar ‘forms’ of the artefacts. This method of dating, referred to as seriation, allows archaeologists to chronologically order artefacts based on the idea that the popularity of an object will peak at a specific time and then change. Just like how technology changes, becomes popular, and then becomes less popular, so did the use of artefacts. Sometimes this change happens quickly, while at other times it is a more gradual process.

- **Procedures:** Discuss with the students the method of using seriation in archaeology.
  
  **Version 1:** With your students, brainstorm the different ways that music has been recorded. Hand out the BLM15-Music Chronology Activity sheet and learn more about the different form of music media. Did they list all of these styles? Teachers can also go through this sheet with the students and explain from their own experience when they remember using the different forms of media (if ever). Once the students are familiar with the information, have them cut out the images from the Black Line Master and glue them onto the music timeline according to when they were most popular.

  **Version 2:** Give students the names of the different types of music media listed on the Music Chronology Information sheet and ask them to research the pertinent information that will allow them to complete the music timeline. The images should be placed on the timeline when each form of media was at its peak in popularity.

- **Closure:** Ask the students how to explain why these changes occur over time. What other types of artefacts would be able to be analyzed in this manner? Talk to the students about how artefact types such as projectile points or ceramic patterns change over time. A discussion of these can be found in Chapter 3: Saskatchewan Archaeological History and Cultural Chronology.

- **Other Options:** Using the Internet, find a video of each type of music media being used. Look at everything else in the video (for example, clothing, hair styles, other technology, etc.) What can these clues tell us about the time period? You may also want your students to hand in their research in the form of a small report or have groups give a presentation on the media they researched. Some student’s may have access to some of the earlier forms of media. Would they be willing to “show-and-tell” these items?