



Artifact Lesson Plan

Grade 1

Social Studies Standard: K-8

Theme: Families Now and Long Ago, Near and Far

History Strand Topic: *Historical Thinking and Skills*

Content Statements:

1. *Time can be divided into categories (months of the year, past, present, and future).*
2. *Photographs, letters, artifacts, and books can be used to learn about the past.*

History Strand Topic: *Heritage*

Content Statement:

3. *The ways basic human needs are met have changed over time.*

English Language Arts

Speaking and Listening Standards K-12

Comprehension and Collaboration Standard

SL.1.1 *Participate in collaborative conversations about grade 1 topics and texts with diverse partners in small and larger groups.*

a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.



c. Ask questions to clear up any confusion about the topics and texts under discussion.

SL.1.2 *Ask and answer questions about key details in a text read aloud or information presented in various media and other formats (e.g., orally).*

SL.1.3 *Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.*

Writing Standards K-12

Text Types and Purposes Standard

W.1.1 *Write opinion pieces that introduce the topic or name the book being written about, express an opinion, supply a reason for the opinion, and provide some sense of closure*

Objective: Students will develop an understanding and appreciation for the past, how basic human needs were met and have changed, and how time can be divided into categories through the sharing of artifacts, photographs, and other materials.

Materials Needed: Artifacts from the Delaware County Historical Society's (DCHS) Curriculum Department will be used (an Inventory of Materials is included).

Procedure: Members of the DCHS Curriculum Department will be scheduled to present and share artifacts. Materials will be displayed on two large tables in an



Procedure continued:

area suitable for students to assemble. Students will be seated in rows. The DCHS Curriculum Members will introduce themselves and explain that today they will be sharing items that the students may or may not recognize. The Members will ask the students if they know what an **Artifact** is, and will take several responses from students before explaining that an artifact is, **“A man-made object: old or new.” Artifacts give us clues as to how people lived, what they may have believed in, and what they used in their environments.**

At this point students will be instructed to approach the table, one row at a time, to view the items, with their hands clasped behind their backs. This will be modeled for the students. It will be explained that the items on the table are very old, fragile, and not easily replaced. DCHS Members will prompt students with questions, asking them to:

Describe Artifact: Do you know what this is? Do you know what this is called?

Analyze Its Purpose: How do you think this was used? What might I do with this? Have you ever used anything like this?

Tell Its Source: Where do you think this came from? Do you know where I could find this? Who do you think would make this?

Explain its Materials and Components: Do you know what this is made of? What materials were used? How is this different from what we may use today?

Once all students have had an opportunity to view the artifacts, and are reseated, DCHS Members will present each item, asking the entire group what it might be. Several students (depending on time) will be called upon to give their guess/idea. The DCHS Members will then tell what the artifact is and how it was used. Positive reinforcement for all responses will be given to students to encourage feedback and student interaction. This procedure will be repeated until the time is up and most, if not all, of the artifacts have been shared.



Procedure continued:

Time Needed: Classes should be given 30-40 minutes for this activity.

Suggested Class Number: To encourage participation and for optimal viewing of artifacts, groups of no more than approximately 50 students (or two classes) should be assembled for a given session. One or more sessions may be scheduled per school.

Feel free to display the following D.A.T.E. poster during your artifact discussions to guide the students' thinking and conversations.



D.A.T.E. Thinking Routine

Making your thinking visible

Describe Artifact

Do you know what this is?

Do you know what this is called?

Analyze Its Purpose

How do you think this was used?

What might I do with this?

Have you ever used anything like this?

Tell Its Source

Who do you think this came from?

Do you know where I could find this?

Who do you think would make this?

Explain Its Materials and Components

Do you know what this is made of?

What materials were used?

How is this different from what we may use today?



Extension Activity: Classroom teachers may wish to follow-up with this activity.

- ❖ After the program, have students sketch their favorite artifact or one they may have found the most interesting. Students write a few sentences describing the object they chose, how it was used, and why they chose it. Students share their observation(s) with the class. Additional lesson extensions and assessments may be found in the teacher Lesson Resource links that are listed below.

See the attached extension activity handouts and assessments.

Books for Student and Classroom Use:

Archaeologists Dig for Clues, Kate Duke (Reading age 4-8 years)

Be An Artifact Detective, Kylie Burns (Reading age 7-9)

Be a Diary Detective, Kylie Burns (Reading age 7-9)

Be a Photograph Detective, Kylie Burns (Reading age 7-9)

Be a Speech Detective, Kylie Burns (Reading age 7-9)

Lesson Vocabulary:

artifact	primary source	secondary source	analyze
clues	evidence	time/timeline	materials
community	compare	contrast	detective
past	present	future	category
			components
			curator



Further Reading and Lesson Resources:

AAAS. Education and Human Resources Programs of the American Association for the Advancement of Science. *Artifacts 1: What Can We Learn From Artifacts?* *Artifacts 2: Artifacts in Context.* sciencenetlinks.com/lessons/artifacts

Alber, Rebecca. (March 16, 2017). *Updating an Age-Old Class Activity.*
Edutopia.org

Bagiati, Aikaterini & Evangelou, Demetra & Dobbs-Oates, Jennifer & Liang, Sandy & Choi, Ji. (2010). Talking About Artifacts: Preschool Children's Explorations with Sketches, Stories and Tangible Objects. *Early Education Research and Practice*. 12.

David Macaulay, *Motel of the Mysteries*, (**Note:** Suggested reading age is 12 & up, for use as a *teacher resource only* as an idea generator for classroom artifact activities.)

Farr Darling, Linda. *Using Artifacts to Foster Historical Inquiry.* The Anthology of Social Studies: Issues and Strategies for Elementary Teachers. Edited by Roland Case and Penney Clark, 283-289. Vancouver BC: Pacific Educational Press, 2008. learnalberta.ca.

National Archives and Records Administration, Education Staff, *Artifact Analysis Worksheet*, Washington, DC 20408. (**Note: Worksheet copies included.**)

National Council for the Social Studies. socialstudies.org/publications

Primary Sources: Objects and Artifacts. 2019. NYU Libraries.
Research Guides at New York University. guides.nyu.edu



Further Reading and Lesson Resources continued:

Singer, Judith Y. and Alan J. (2004) *Creating a Museum of Family Artifacts*. Social Studies and the Young Learner 17(1), pp. 5-10. National Council for the Social Studies. socialstudies.org/sites

Spurlock Museum. *What is an Artifact?*
spurlock.illinois.edu/pdf/educators/lesson-plans

Program Assessment:

Please share with the Curriculum Committee of the DCHS your thoughts of our school Artifact Program. We welcome your feedback! :->

Teacher Notes:



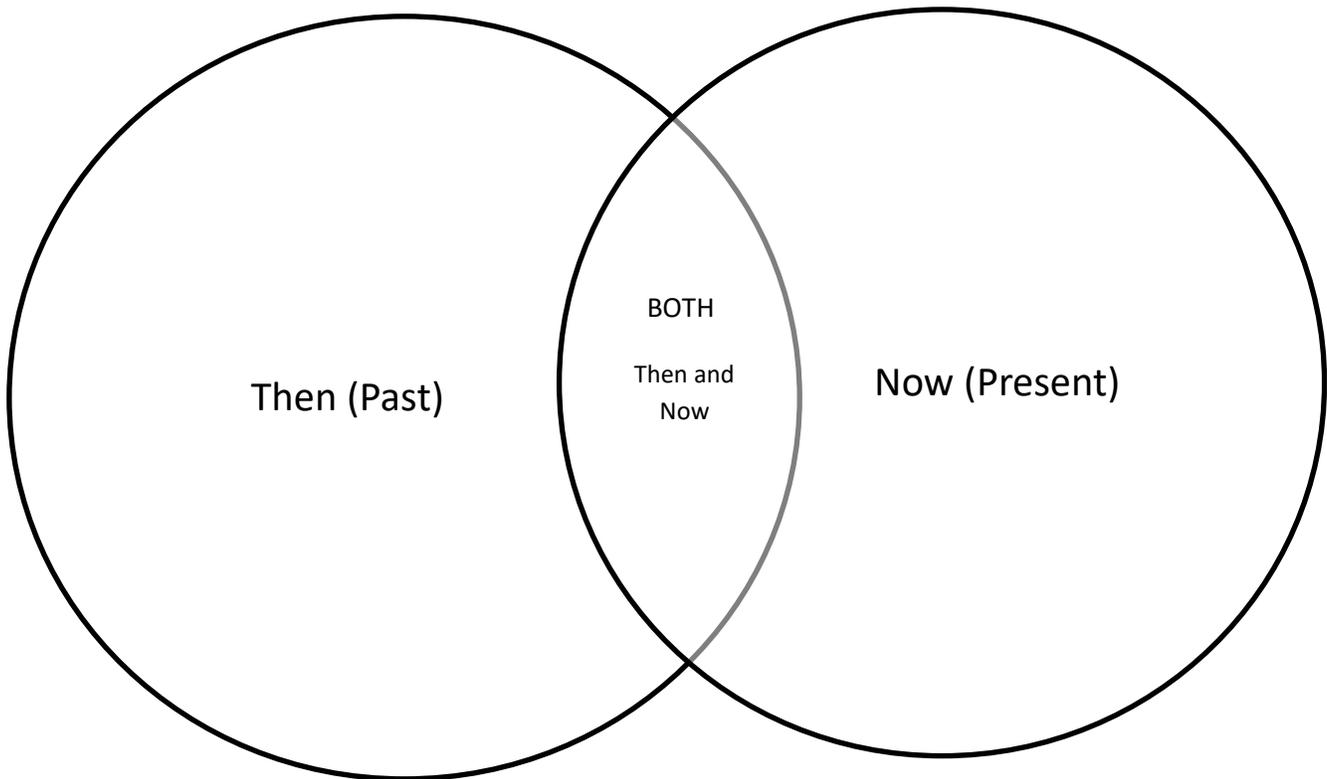
Extension Activity 1 Handout

Name _____

ARTIFACT THEN AND NOW

What is your favorite artifact? _____

Using words or pictures show the differences between how the artifact was used or looked then and nowadays.



Notes: _____



Extension Activity 2 Handout

Name _____



BE AN ARTIFACT DETECTIVE

Which artifact was the most interesting?

Draw a picture of it below adding details.

Write about the artifact below. Describe the object. Think about your observations. What evidence or clues are important to figuring out this artifact? How was this artifact used?

Why did you choose this object?



NAME _____

ARTIFACT DISCUSSION STUDENT SELF-ASSESSMENT

Think about the Artifact presentation and discussion. How did you respond to what was said? Did you listen and did you ask good questions? Put an X in the box that describes how you feel about your part in the discussion.

	Shining Star 	Getting better 	Need more help 
I listened to the speakers and made good comments.			
I asked good questions about the artifacts.			
I asked for information to help me learn something that I did not understand.			
I understand that time can be in the past, the future and now.			
I can use artifacts to learn about life in the past.			

COMMENTS ABOUT MY WORK: _____

Name _____

Student Self-Assessment Writing Extension Activity

Think about your drawing and writing. Place an X in the box that describes this work. If you would like to add more comments about your work, you may write that at the bottom of the page.

	Shining Star 	Getting better 	Need more help 
I listed the things that I remembered about the artifact from the past and now.			
I drew a picture of the artifact and added details.			
I described the artifact with words.			
I used clues about the artifact to figure out what it is.			
I explained why this artifact is interesting to me.			

My Comments about my work:



Teacher's Assessment of Student Discussion

Student name _____

	3	2	1	Score/Level
Student listened well to speakers (students and Historical Society presenters) and made appropriate comments.	Student paid attention to all speakers and made thoughtful responses.	Students listened to most of the speakers and replied appropriately to most comments.	Students did not listen well. Student did not make thoughtful responses to other's comments.	
Student asked questions to help develop further understandings about the artifact.	Student asked excellent questions that helped develop key understandings about the artifact.	Student asked an occasional question to help formulate a concept about the artifact.	Student did not ask questions. Student was unable to identify key understanding about the artifact.	
Student understands that time can be in the past, the future and now.	Student clearly understands that time can be divided into past, future and current time.	Student has some understanding time, that there is a past, a future and current time.	Student does not have an understanding of the division of time including the past, future, or current time.	
Student used evidence/clues about the artifact to develop an understanding of life in the past.	In their discussion, the student shared the clues/evidence they used to figure out what the artifact was used for in the past and if/how the object is used today.	Student identified one clue as to how they developed an understanding of the past.	Student did not describe evidence that might have helped identify how the artifact was used and what it was.	

Notes:



Teacher Assessment of Student Extension Writing Activity

Student name _____

	3	2	1	Score/Level
Writing uses appropriate words, phrases, and/or sentences. Ideas make sense.	Their ideas are clear and make sense. Words or phrases/sentences are fitting and follow proper grammar.	The ideas mostly make sense. The words or phrases/sentences generally apply to the prompt. Grammar is correct in most instances.	The ideas are not clearly stated. The words or phrases/sentences do not make sense.	
Their drawing describes the artifact with details.	The drawing clearly describes the artifact by shape, details, and color.	The drawing suggests the shape of the artifact and has one detail.	There is no drawing or it does not resemble the artifact in any way.	
The writing describes the artifact with key identifying facts.	The writing includes descriptive words and phrases regarding the artifact and its purpose.	The writing uses few words to describe the artifact and its use but it is clear which artifact the student was describing.	The writing is vague or inaccurate in its description of the artifact and its use.	
The student shared their thinking and/or evidence of how they discovered the artifact's use.	The student described the steps in their thinking process and how they determined the artifact's use.	The student briefly explained one way they were able to decide on the purpose of the artifact.	The student did not describe their thinking process.	

Notes: