



Teachers,

This presentation is intended to help students develop critical thinking skills while learning history content. We recommend that you guide your students through these slides and lesson. Please feel free to use the attached Grade 1 standards-based lesson plan and the extension activities including the Then and Now Venn Diagram and the D.A.T.E. poster.

[CLICK HERE](#): Grade 1 Artifact Lesson and Extension Activities



# Artifacts ... Learning at Home

*Grade 1*



**Delaware County  
Historical Society**  
*Our History, Our Heritage*

# Welcome!



Laurie Schaefer

Roxann Newton



**Both-** Hello, boys and girls! My name is Laurie, and my name is Roxann. We are volunteers with the Delaware County Historical Society and we're here today to share some interesting items with you from the past. These items are called artifacts.



# An Artifact



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.



**Laurie** Do you know what an artifact is? Did I hear someone say that they are man-made objects? Well, if you did, you are correct! They are things, old or new, that were made by people, and they give us clues about how that person lived, what they may have believed in, and what was used in their environments.

We're going to show you some photographs of artifacts. Can you guess what the following items are or how they may have been used?



**Roxann reads slide**

**Laurie** The artifacts that we have with us today are very old, so you may not know what some of them are or how they were used. Take a guess about each artifact. Use your best thinking skills.



**Look closely.**  
The images will give you a clue about the artifacts. What can you **guess** or **infer** from the visual clues?



**Roxann reads slide first and then:** Once you make your guess, can you conclude or figure out what the object is? Use your good reasoning skills to make a guess. What have you concluded about your artifact?

**TEACHER NOTES:**

Inference and draw conclusions—ELA standards Conclude from image- SS standard (K-12) (Grade 2)

Ohio’s Learning Standards. Social Studies-Adopted 2018. History Strand- Topic: Historical Thinking Skills- **Draw conclusions** (K-8)

## Let's Practice!



**1. DESCRIBE THE ARTIFACT**-Can you describe the different parts of this object?

**2. ANALYZE ITS PURPOSE** How do you think this was used? What are the different parts?

**3. TELL ITS SOURCE**-Who made this? Where would I find this?

**4. EXPLAIN ITS MATERIALS**-What materials were used to make this object? Do we use those materials today?

What is your guess or conclusion?



Laurie reads slide.



# D.A.T.E. Thinking Routine

Making your Thinking Visible

## 1 Describe Artifact

- Do you know what this is?
- Do you know what this is called?

## 3 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?

## 2 Analyze Its Purpose

- How do you think this was used?
- What might I do with this?
- Have you ever used anything like this?

## 4 Explain Its Materials & Components

- Do you know what this is made of?
- What materials were used?
- How is this different from what we may use today?



**Roxann** Here are steps that will guide your thinking as you look at each artifact. Let's read through these steps. **(Read through the poster)** So, using these steps did you guess that this artifact is a telephone from long ago?

**TEACHER NOTES:** This Thinking Routine is based on VTS or Visible Thinking Strategies developed by Abigail Housen and Philip Yenawine in 1997. The research by the Isabel Stewart Gardner Museum and Harvard's Project Zero supports this as a simple but effective protocol to teach students how to address something new whether it is in art, history, science, ELA or general life skills. They learn to provide evidence for their thinking which develops critical thinking skills. You may wish to print this to hang in your classroom to guide their thinking while learning the steps. Ask the question and let the students respond. You needn't correct their suggestions, but respond with "Okay" or "What makes you say that?" Students hear what their peers are thinking and learn that we do not always think the same thing when given the same information. They also learn to evaluate their peers' comments and agree or disagree silently or aloud.

VTS <https://vtshome.org/research/>

Isabel Stewart Gardner Museum research <https://vtshome.org/wp-content/uploads/2016/08/3Gardner-Museum-Thinking-Through-Art.pdf>

Eighth Grade School Partnership with VTS program research <https://vtshome.org/wp-content/uploads/2016/08/13-Adaptation-Final.pdf>

Harvard's Project Zero Research and additional thinking routines used across grade levels and domains <https://pz.harvard.edu/thinking-routines>



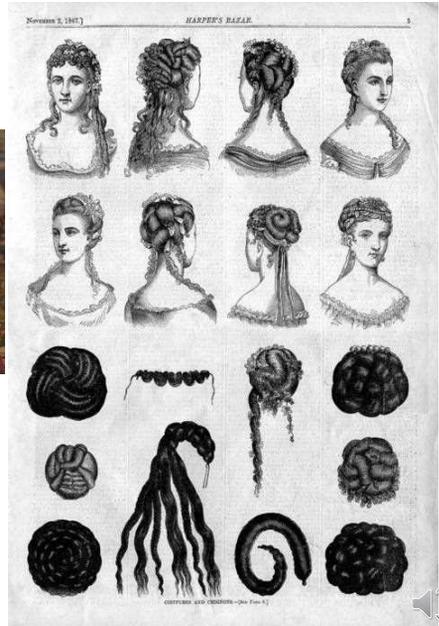
What are some of your guesses? Conclusions? Inferences?

**Roxann** Keeping these questions in mind, let's look at our first artifact. Let's Describe the artifact. Let's Analyze its purpose. How do you think it may have been used? Let's tell its source or where it came from, or where we could find it. Let's Explain what materials were used to make this. Now, using the information you have discovered, what did you infer or conclude about this artifact? What were some of your guesses? Here are some clues. It was used by women. It would be found in a bedroom on a dressing table. It would most often be used at the beginning of the day and the end of the day. What are some of your guesses or inferences? What was your conclusion? Did you guess it was....

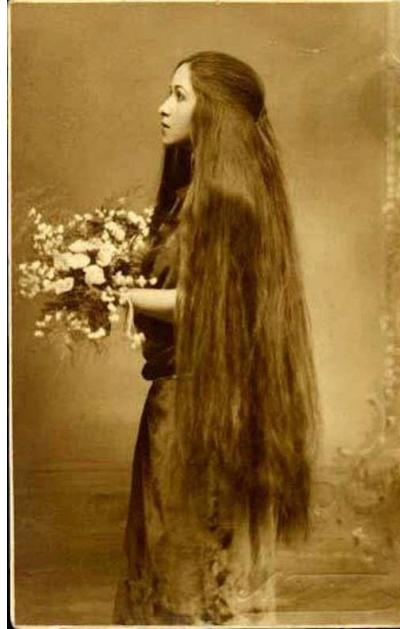
Women would collect hair from their brushes and place it in containers called

## Hair Receivers.

When enough hair had been collected, it could be made into a hairpiece to plump up her current hairstyle or it could be woven into jewelry. Long hair in the Victorian age was a sign of femininity and virtue. A woman could go her entire life without getting her hair cut. Jewelry and tokens made from hair, therefore, had a special significance.



**Roxann** a hair receiver? (Read the slide.)



**Roxann** These are some examples of women with VERY long hair.



ROXANN Here is another way that saved hair was used. This is a hair wreath. A lock of hair had symbolism or meaning. Hair was fashioned to make a wreath as a gift or a remembrance.

**TEACHER NOTES:** More information-

An ancient and worldwide (e.g. China, Egypt, Thailand, Albania, Ukraine, India, Israel, etc.) pre-adolescent custom was to shave children's heads but leave a lock of hair (sometimes several locks) remaining on their heads. Upon reaching adulthood the lock of hair was usually cut off. A common superstition holds that a lock of hair from a baby's first [haircut](#) should be kept for good luck.

- An old [Irish](#) superstition holds that it is unlucky to accept a lock of hair (or a four-footed beast) from a lover.

- A lock of [Beethoven's](#) hair, cut from his head in 1827, was auctioned in 1994 through [Sotheby's of London](#).<sup>[4]</sup> Research on the hair determined that the composer's lifelong illness was caused by [lead poisoning](#). In [Victorian](#) times, it was common for bereaved family members to keep locks of hair from deceased [children](#) or family members. These locks of hair were seen as mementos and served to comfort the surviving loved ones. These locks of hair were typically kept in [lockets](#) though small jars, and in some cases [jewelry](#). Jewelry could include everything from bracelets, to earrings, as well as various types of brooches (see [hair jewelery](#)).

- [https://en.wikipedia.org/wiki/Lock\\_of\\_hair](https://en.wikipedia.org/wiki/Lock_of_hair)

## Mourning Wreath

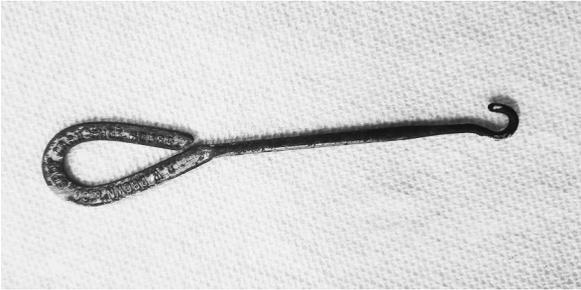
-made from women's hair to remember someone who has died



Hair artwork was an expression of memory and beauty. Locks of hair and wreaths helped people remember lost loved ones.



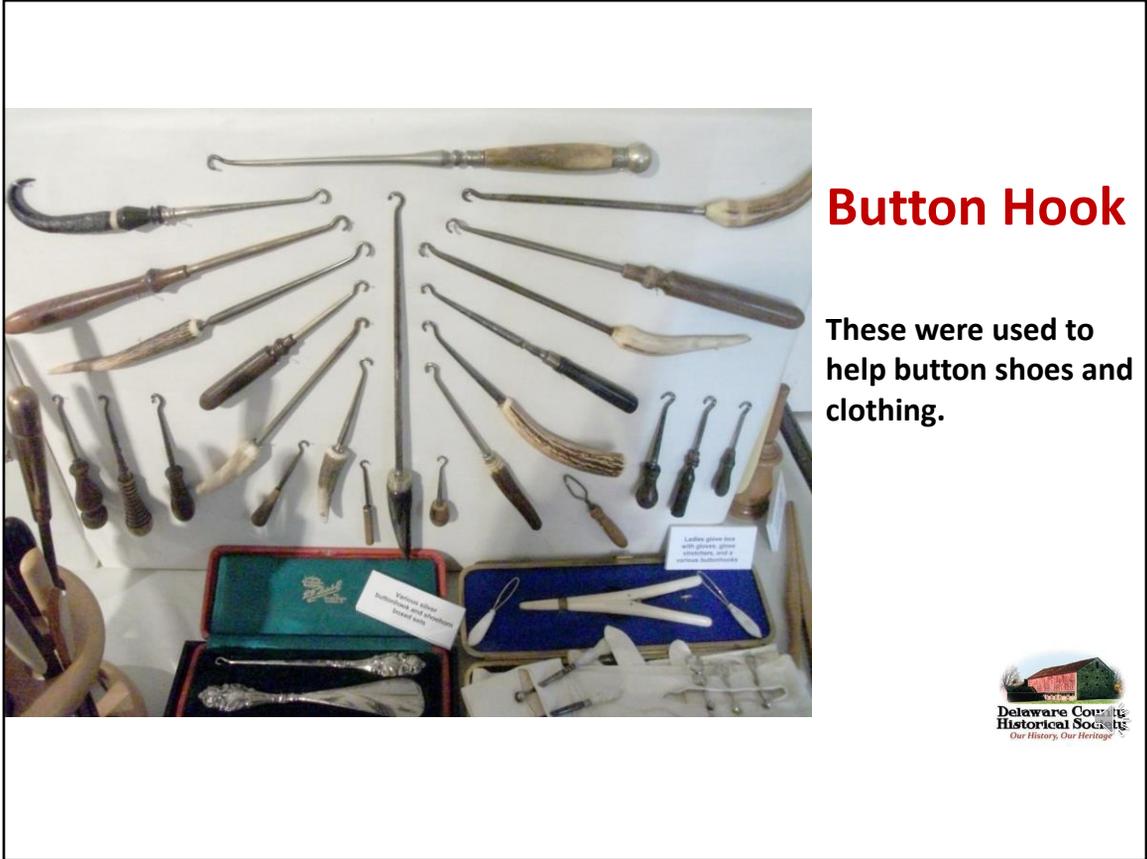
**ROXANN** Here is an example of a Mourning Wreath. It was made from women's hair to remember someone who has died. **(Read the slide.)**



1. **DESCRIBE** THE OBJECT
2. **ANALYZE** ITS PURPOSE
3. **TELL** ITS SOURCE
4. **EXPLAIN** ITS MATERIALS



**LAURIE** Here is our next object. Do you know what it is? Describe it. Analyze its purpose or tell how it was used. Tell its source. Explain its materials. Here is a clue. It was used with shoes.



## Button Hook

These were used to help button shoes and clothing.

**Laurie** Did you guess that it was a button hook? Button hooks came in many sizes and materials.

**The Higgins Art Gallery & Museum**, Bedfordshire, England (previously called Bedford Museum)

[[File:HornWoodButtonhooks.JPG | HornWoodButtonhooks]]

## Button Hook



**Laurie** Here is a fancy button hook. This was made by Louis Tiffany, an American artist and designer of jewelry and stained glass. This would probably have been an expensive but unique button hook.

## [Button Shoes with a Button Hook](#)



Click on the underlined heading, “[Button Shoes with a Button Hook](#),” and you will see an interesting video of how shoes were buttoned with a button hook.

**TEACHER NOTE-** If you would like to see a video, click on the link to see how a button hook works.



1. **DESCRIBE** THE OBJECT
2. **ANALYZE** ITS PURPOSE
3. **TELL** ITS SOURCE
4. **EXPLAIN** ITS MATERIALS



**LAURIE-** Here is our third object. Can you tell what it is? Remember our thinking steps. First, Describe the object. Second, Analyze its purpose. Third, Tell its source, and fourth, Explain its materials.



These are visual clues that might help you.



**LAURIE** Here are two visual clues that might help you figure out what this is.

[https://commons.wikimedia.org/wiki/File:Flat-iron-stove\\_2.jpg](https://commons.wikimedia.org/wiki/File:Flat-iron-stove_2.jpg)

## Clothes Irons

Clothes irons came in different weights and sometimes there were several irons in the fire warming at the same time.



Thus the saying: “Too many irons in the fire!”



**LAURIE** Did you guess that these are clothes irons? **(Read the slide.)** ...What do you think this saying means? Today it means you are doing too many things at one time.

## Clothes iron from 1948

**2 tons less  
Tuesday!**

*of figured it out watching me... You lift  
in a minute on the average. Now TipToe is  
in your old iron... 4 times 3 is 12 lbs. per  
hat's 720 lbs. per hour, 4320 lbs. in 6 hours  
two tons you don't lift with the TipToe...  
not so tired Tuesday nights!"*

**Toe by YALE**

ing, too time... is the all-around best  
made! The extra large sole plate covers  
fewer strokes... The sculptured Bakelite  
sole can be easily and comfortably held in  
position... extends under the fingers for  
always cool by the special ventilating  
sholar heating elements are cast in  
on, virtually indestructible...  
ply a steady flow of heat that  
sothes fabrics with less pressure  
It is dependable, the reversible  
arrangement for left handers,  
is two-in-one  
or handle forward, use  
for fine work, with four-  
late suspended off the  
"sneaking" Tip back  
g surface gives  
TipToe is sold by  
where. Write for  
nearest dealer.



**Laurie-** Clothes irons have changed over time. This is a clothes iron from 1948. It is almost 70 years old. Notice the cord. It uses electricity.

[https://commons.wikimedia.org/wiki/File:The Ladies%27 home journal \(1948\) \(14786133533\).jpg](https://commons.wikimedia.org/wiki/File:The_Ladies%27_home_journal_(1948)_%2814786133533%29.jpg)

How about this household item?



Does someone in your household use one of these to press clothes?



**LAURIE** How about this household item? This is a modern-day iron. Do you notice that it has holes? When water is added to the iron and heated, hot steam will help press the wrinkles in the clothes.

[https://commons.wikimedia.org/wiki/File:The Ladies%27 home journal \(1948\) \(14786133533\).jpg](https://commons.wikimedia.org/wiki/File:The_Ladies%27_home_journal_(1948)_%2814786133533%29.jpg)



1. DESCRIBE THE OBJECT
2. ANALYZE ITS PURPOSE
3. TELL ITS SOURCE
4. EXPLAIN ITS MATERIALS



**Roxann** This is our fourth artifact. What is it? What are some of your guesses? Let's go through your thinking steps. Describe the object. Let's analyze its purpose or use. Can you tell its source? Can you explain its materials? What is your inference or guess? Let's look at this second photo at the top. I am showing you some clues to help you guess the artifact.

## Candle mold

People of the 1800s used molds to make candles which were used for light once the sun went down.

Candles were made by hand using animal fat or *tallow* until the 1850s. The animal fat was melted, and then poured into the molds over a string. This string was the *wick* of the candle. Once the hot, liquid fat would cool and harden, the candles were removed from the molds to be used. People began to use wax instead of animal fat after 1850. These lasted longer and smelled much better.

We still use candles today when we celebrate a special occasion, what do we use to light our homes?



**ROXANN** Did you guess that this was a candle mold? People of the 1800s used molds to make candles. Candles were used for light once the sun went down. These were made by hand using animal fat or *tallow* until the 1850s. The animal fat was melted, and then poured into the molds over a string. This string was the *wick* of the candle.

Once the hot, liquid fat would cool and harden, the candles were removed from the molds to be used.

Candles made of animal fat or tallow would smell bad when they burned, but they were needed to light homes, especially during long winter nights.

People began to use wax instead of animal fat after 1850. These lasted longer and smelled much better.

Although we still use candles today when we celebrate a special occasion, what do we use to light our homes?

Information compiled from:

**THE CALIFORNIA MUSEUM • 1020 O STREET • SACRAMENTO, CA 95814 • (916) 653-7524 • WWW.CALIFORNIAMUSEUM.ORG**

**Dare to Make History**

The California Museum › filesPDFWeb resultsArtifact of the Month Candle  
Mold - California Museum



*Girl reading a letter by candlelight*

Jean-Baptiste Santerre  
@1700

**ROXANN** –Here is a painting of a girl from long ago reading by candlelight.

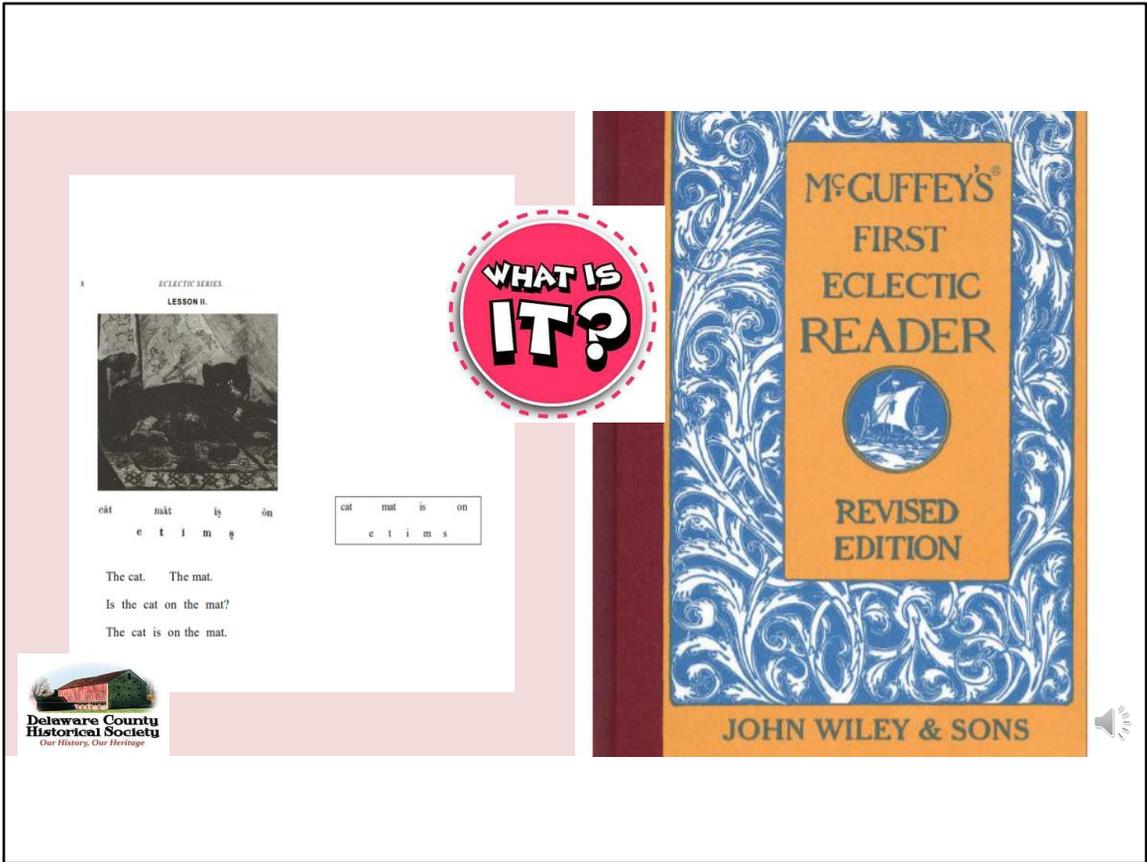
[https://commons.wikimedia.org/wiki/File:Jeune\\_Fille\\_lisant\\_une\\_lettre\\_%C3%A0\\_la\\_bougie\\_Jean-Baptiste\\_Santerre.jpg](https://commons.wikimedia.org/wiki/File:Jeune_Fille_lisant_une_lettre_%C3%A0_la_bougie_Jean-Baptiste_Santerre.jpg)



1. **DESCRIBE** THE OBJECT
2. **ANALYZE** ITS PURPOSE
3. **TELL** ITS SOURCE
4. **EXPLAIN** ITS MATERIALS



**LAURIE** These are the last artifacts that we would like to share with you. What do you think these are? Let's go through our thinking steps. First, Describe the objects. Second, Analyze their purpose or how they may have been used. Third, can you Tell their source or where they came from? Fourth, Explain the materials. What are your guesses? Do these look similar to something you use today?

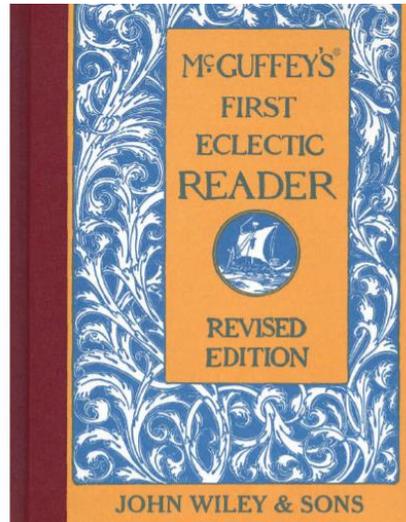


**LAURIE** Here is a clue. Let's look at it together. Would you like to read it with me? **(Read the left page.)**

<https://www.gutenberg.org/files/14640/14640-pdf.pdf> Project Gutenberg has over 60,000 free eBooks. This PDF of the First Eclectic McGuffey Reader published in 1900 serves as an example of teaching and learning at the turn of the 20<sup>th</sup> century.

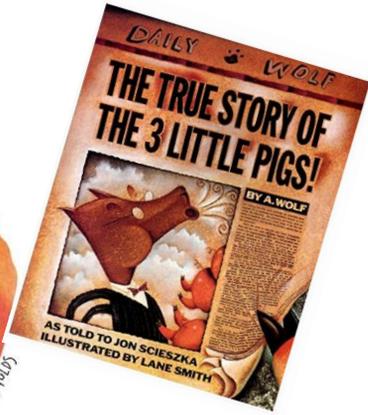
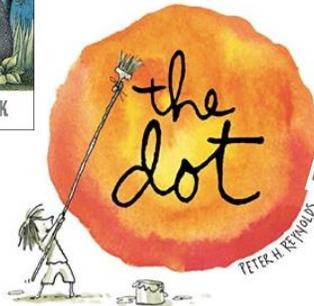
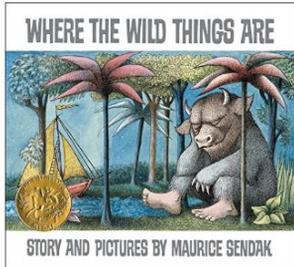
## McGuffey Reader

This is a school-book for young students in the early 1900s that helped them learn how to read.



**LAURIE** Did you guess that this was a reading book?  
**(Read the slide)**

Today, First Graders read...



**LAURIE** Today, first graders have many book choices. Have you enjoyed any of these?

# Then & Now



**ROXANN** Think about the artifacts we showed you. Many of them are from the past.

And that's the way it was.

How are things different today? Can you match the items from long ago to the item today?



**ROXANN (Read the slide.)**

## Sorting Game Then and Now



[Click HERE to play the Game](#)

How are things different today from the past?  
Can you match the items from long ago to the item today?

1. Click on the link above.
2. Choose a card with your cursor, then find its match from a different time period. For instance, an image of a kerosene lamp from long ago would be matched with an item that would provide light to people today, such as a table lamp. Have fun!
3. If the two cards match a green frame will appear around each card. The two properly matched cards will disappear when you move to the next card choice.
3. If you want to play again, press the back arrow at the top to shuffle the cards and try again.



**ROXANN** Here is a fun sorting game we think you will like. See if you can match the objects from Long Ago or Then, to objects we Use Today, or Now. You will click the blue colored instruction that says, “Click Here to play the Game.” When you click on two objects that you think match, the area around the objects will turn green if you are correct, or red if your guess is wrong. And don’t forget that once you match an object that was used ‘**Then**’ to an object that is used ‘**Now**,’ be sure to remove it from the game by clicking on it. This will help you! Good luck!”

Think about items you use everyday, like a pencil. Did students in first grade always write or draw with pencils? If not, what did they use?

What's Next?

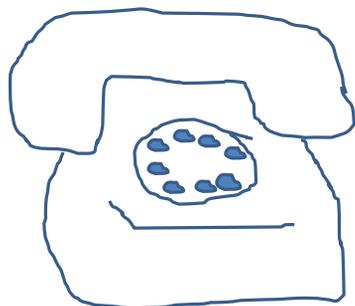
- Make a chart of Then and Now items.
- Draw a picture for each Then and Now item.
- Write a story about the Then and Now items.



This Photo by Unknown Author is licensed under [CC BY-SA-NC](https://creativecommons.org/licenses/by-sa/4.0/)

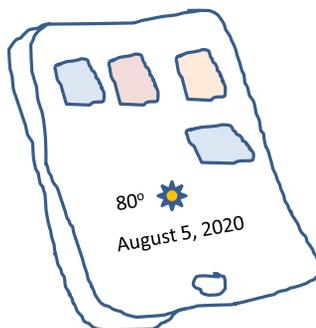
**LAURIE** Here is something you might do. **(Read the slide.)**

Then



Rotary Dial Telephone

Now



Cell phone



**LAURIE** Here is an example of a Then and Now activity. Draw a picture of an item from Then or from the past. Next, draw a picture of the item from Now or today. Include several details in your drawing.

## Then and Now Venn Diagram

**Then**

dial  
two parts connected  
with a cord



**Now**

buttons  
apps  
camera



**Attributes:**

- Then (Past):** dial, two parts connected with a cord
- Now (Present):** buttons, apps, camera
- Both (Overlap):** cord, black, shiny, ring tones, phone calls

**Worksheet Template:**

Name: \_\_\_\_\_

ABSTRACT 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 nowdays.

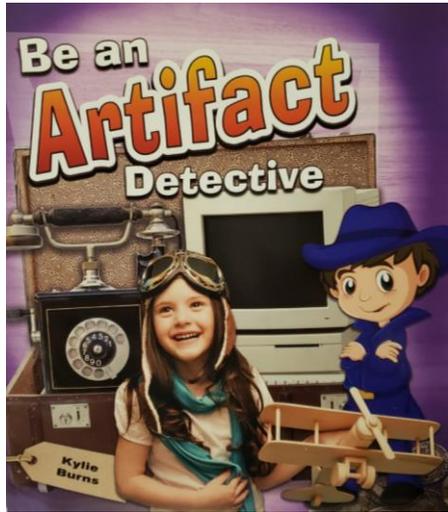
Notes: \_\_\_\_\_

**LAURIE** Here is another way of comparing objects of the past, or Then, to objects of the present, or Now. The light blue circle above the old fashioned telephone shows characteristics of the object from Then. It has a dial, and it has two parts that are connected with a cord. The light blue circle above the cell phone which we use now has buttons, apps or a camera. Look at where they overlap. These are the characteristics that they have in common. They both use a cord, they can be black and shiny and have ring tones. They are used to make phone calls. Think about what you might write as attributes or characteristics for each of the Then and Now artifacts.

**TEACHER NOTES:**

Ohio English Language Arts Learning Standards- Grade 1 – Attributes

Ohio Social Studies Learning Standards- Grades 1-3- Characteristics



Check your local library, at school, or online for more books about artifacts, old photographs, old texts, or archeology.



**LAURIE (reads slide.)**



Respect the past  
create the future



**Read All together- each person one phrase.**

Thank you for visiting the Delaware County  
Historical Society Curriculum Resources.

Donations are greatly appreciated and allow us to  
continue to operate our historical sites, research  
library and educational resources like this.



Contact us at [Info@DelawareOhioHistory.Org](mailto:Info@DelawareOhioHistory.Org)



**ROXANN** Those are all the artifacts we have to share with you today, but we have many more at the Delaware County Historical Society to view. We hope you will come and visit us at our two museums some day soon! In the meantime, look around your home and see if you have any man-made objects that give clues about YOUR life!  
Goodbye!