

TEACHING AMERICAN HISTORY PROJECT

Lesson Title -1970s Artifacts Analysis (by Sean Gilligan)

Grade – 9 to 12

Length of class period – 60 minutes

Inquiry – (What essential question are students answering, what problem are they solving, or what decision are they making?)

What do artifacts teach us about a specific 20th century decade...the 1970s?

Objectives (What content and skills do you expect students to learn from this lesson?) -Students will analyze 1970s artifacts (via a website) in order to develop insights about disco, the portrayal of women, toys, sports, politics, and U.S. foreign policy of that decade.

Materials (What primary sources or local resources are the basis for this lesson?) – (please attach)

www.authentichistory.com Click on 1970s. Then click on 1970s Images. There are three pages containing photographs of various 1970s artifacts. These artifacts deal with disco, women, toys, sports, politics, and U.S. foreign policy.

1970s Artifacts Analysis Sheet (at end of lesson plan)

Activities (What will you and your students do during the lesson to promote learning?)

This lesson can serve as an introduction to a unit on the 1970s. Students will interpret visual images of various artifacts from the 1970s.

First, students will be asked to provide a general definition of artifacts. After a general definition is provided, students provide examples of artifacts. It will be pointed out that artifacts are not just from the distant past, but also from the more recent past. For instance, students will be asked to brainstorm a list of possible artifacts from the first decade of the 21st century.

Another discussion question is posed to students: What can artifacts teach us about a certain time period. Student answers will be shared.

Now students are instructed that they will analyze or interpret artifacts from the 1970s in order to learn about some topics from that decade: disco, women, toys, sports, politics, and U.S. foreign

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policy. The class will proceed to the computer lab and log onto the Internet. The website is www.authentichistory.com. When students arrive on the site, they must click on 1970s. Then they will click on 1970s Images. These images cover three pages. Students will look over the three pages and then complete the 1970s Artifacts Analysis Sheet (see at end of lesson plan).

When the class has completed the analysis sheet, students will take part in a class discussion with these two closure questions:

What new insights have you learned about the 1970s by looking at these artifacts?

What other artifacts would you need to look at in order to better understand the 1970s?

How will you assess what student learned during this lesson?

The 1970s Artifacts Analysis Sheet serves as assessment.
Also, the two closure questions serve as assessment.

Connecticut Framework Performance Standards –

-be active learners at cultural institutions such as museums and historical exhibitions (in this case, an “online exhibit”).

1970S ARTIFACTS ANALYSIS SHEET

Name: _____

You will look at various artifacts from the 1970s in order to gain insights about that decade. Go to www.authentichistory.com. Click on 1970s. Then click on 1970s Images. There are three pages containing photographs of various 1970s artifacts. Look over the artifacts and then answer the following analysis items in complete sentences. Be as specific as possible.

What do these artifacts teach about the importance of disco music in the 1970s?

What do these artifacts show us about how women were portrayed in 1970s media or products?

What do these artifacts reveal about some of the toys during the 1970s?

What do these artifacts teach about sports during the 1970s?

What do the artifacts teach you about 1970s politics?

What do the artifacts teach you about 1970s foreign policy?

What other artifacts would you need to look at in order to better understand the 1970s?