

## TEACHING AMERICAN HISTORY PROJECT

### *Lesson Title – Personal Artifacts*

Grade - 9 (Level Honors through 2)

Length of class period – 48 minutes (2 class periods – successive)

Inquiry –

- How do artifacts of cultures guide us to understand people, places and practices?
- How do artifacts represent a society or culture?
- What can personal artifacts teach us about ourselves and our culture?

Objectives –

Teacher will get to know abilities and make-up of class by completion of tasks and participation in group work.

As a result of this lesson, students will:

1. create a cultural profile as a result of an artifact observation.
2. demonstrate inquiry skills in understanding cultural representations.
3. develop an understanding of popular culture and their place in a culture.

Materials –

Day 1: Teacher personal artifacts displayed in front of classroom. Materials for follow-up lesson.

- ✓ Basketball, ring, pin, coif (Teacher personal artifacts for classroom presentation)
- ✓ 25 brown paper bags for homework component with numbers.
- ✓ Homework / lesson sheet (see attached)
- ✓ Picture (dog), CD (O.A.R.), etc. (Teacher artifacts that can fit into a paper bag.)
- ✓ Principal artifacts? Vice-principal artifacts? (Artifacts that can fit into a paper bag)
- ✓ Artifact evaluation sheet

Activities –

**Initiation:** Following class handouts and book assignments, short discussion about class and personal preferences, class attention goes towards table at front of classroom.

**Hook:** Teacher artifacts are covered at front of classroom on cart by cloth. Cloth is removed as students are given an introduction by teacher. Teacher distributes artifact evaluation sheet.

**Activity:**

Day 1:

1. Class is broken into four groups and each group is presented with one artifact at a table. The class is directed to fill out an artifact evaluation sheet as a group. And discuss what this artifact can tell us about the subject being observed.
2. Once groups have had 10-12 minutes evaluating their artifacts, they are asked to elect a spokesperson to report to the group what they found out about the teacher. Groups will be confirmed/re-directed with an explanation for each artifact by the teacher.
3. Students will be distributed a homework sheet that explains the second requirement of the lesson on the following day and will be assigned their number in the class.
4. Homework will be counted as participation grade for the first assignment.

## Day 2:

1. Students will bring paper bags filled with personal artifacts into class to be evaluated by peers.
2. Bags will be collected and re-distributed for personal evaluation.
3. Students will team up in groups of two in order to evaluate their artifacts and use short discussions.
4. Students will prepare notes (level 2), paragraph (level 1), short essay (honors) about their subject ready for class discussion / presentation.
5. Students will return bags to original owners, by number, with attached notes, paragraph, essay for owner evaluation.
6. If time permits, I will ask for volunteers to share their thoughts about their subjects with the class, starting with a “random” number (mine).
7. Students will take artifacts back and summary by other student and write a short “lab report” about how the activity revealed information about themselves to the class. Homework sheet to follow.

How will you assess what student learned during this lesson?

### **Assessment:**

1. Students will be assessed on their accuracy in determining the purpose and characteristics of each artifact. Completion of worksheet will count as participation grade for the day.
2. Homework completion for second day will count as homework grade.
3. Participation during second day will be graded by completion of evaluation sheets and work done in class by students.

Connecticut Framework Performance Standards –

- explain and describe the natural and cultural characteristics of one place to distinguish it from another
- explain why places and regions are important to human and cultural identity and stand as symbols for unifying society
- describe relationships between historical subject matter and other subjects they study, current issues and personal concerns

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

Period: \_\_\_\_\_

## Artifact Evaluation Sheet

Describe the artifact in your own words:

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What is this artifact used for? How could your subject or culture use this item?

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What is the artifact made of? \_\_\_\_\_ When was the artifact made / used? \_\_\_\_\_

What does all of this information tell us about your subject?

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

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# Personal Artifact Homework Sheet

Day 1:

Your number and bag assigned by Mr. Clifton is: \_\_\_\_\_.

Your goal is to include three (3) to four (4) artifacts that tell the class about yourself that will fit within this bag. Try not to include anything with your name or picture in it. This is detective work, we are historians examining RHAM High School culture. Examples can include a CD, picture of pet/family (without yourself), medal, newspaper clipping, anything that will tell a story about yourself.

Day 2:

Now that you have your artifacts back along with an evaluation sheet that a classmate filled out, please take your information and write a short lab report. This report will include a short explanation of what your classmate thought about your artifacts and what your reactions are to those conclusions. You should answer these questions:

Which artifact told the most about you, in your opinion? Why?

Which artifact was the most important according to your classmate?

How accurate was the evaluation of your artifacts?

What conclusions drawn by your classmate were correct / incorrect?

What do these artifacts and the ones you examined tell us about our culture?