

## Lesson Description: Lesson 7

### Awesome Artifact: Artifact Analysis

**This lesson has its basis in an earlier one “[Lesson 8: The Work of Historians](#) in the “How do we learn about the Past Unit?”” Awesome Artifacts (Artifact Identification). In this lesson The students will each be creating their own video clips that explain what or how a particular artifact was used in the past, posting to the class YouTube channel and have that link accessed by QR Codes.**

#### Outcomes



#### Resources



#### Procedure



#### Assessments



**Grade:** 5

**Subject:** Social Studies

**Unit:** British and French Colonial Society

**Driving Questions:** *What can artifacts tell us about past societies?*



#### Curriculum Outcomes:

##### **Social Studies:**

*5.1.1: Demonstrate an understanding of how historical investigations provides insights our past.*

*5.1.2: Illustrate the development of societies over time.*

##### **English Language Arts:**

*1.1 contribute thoughts, ideas, and experiences to discussions, and ask questions to clarify their ideas and those of their peers*

*1.3 explain and support personal ideas and opinions*

*8.1 use a range of strategies in writing and other ways of representing to*

*– record, develop, and reflect on ideas, attitudes, and opinions*

*– compare their own thoughts and beliefs to those of others*

*9.1 create written and media texts, collaboratively and independently, in different modes (expressive, transactional, and poetic), and in an increasing variety of forms*

##### **Technology Integration:**

*PTS 6.6 (relates 3.1, 3.3) create navigable web pages and other forms of multimedia which incorporate text, still and moving images, and links to external resources independently and in collaboration with others*

*CT 6.1 (relates to 3.1, 3.2) contribute to and learn from online discussions and websites designed for student curriculum use, with teacher supervision and assistance*

CT 6.3 (relates to 3.2, 3.3) create, process, and represent their learning using language, conventions, and procedures associated with educational media and information and communication technology, with teacher assistance.

**Expected Time: 45 minutes**



**Resources:**

- Teacher may want to consider planning a trip to Sherbrooke Village with the students. The program is called [The Hands On History Program](#). You will want to get in touch with Karen Hallett. The program runs over three days and two nights and even though the Village itself is part of a later era than the Colonial Period many of the activities that the students participate in are comparable to Colonial era ones. It is also a good way to wrap up the year.
- Ross Farm also runs a one day program called "[Can a Society be Created?](#)" They provide teachers guides and curriculum maps and are more in line with the correct time period than Sherbrooke Village. This is also all hands-on learning. The contact person for the program is Stephen Workman.
- [Kaywa QR Code generator](#).
- [Socrative Website](#): Socrative lets teachers engage and assess their students with educational activities on tablets, laptops and smartphones.
- iPad Tablets.
- [Artifact Analysis Worksheet](#) (Designed and developed by the Education Staff, National Archives and Records Administration)
- [Awesome Artifact Analysis Rubric](#)
- [Artifact Analysis Outcomes Checklist](#)
- Kaywa QR Code Generator Tech Tutorial Flip (Video embedded above)
- Socrative Assessments Tech Tutorial Video Flip (Video embedded above)
- [Artifact #1 Video](#) Flip



**Lesson Procedure**

**21<sup>st</sup> century skills**

## **Artifact Analysis**

Lesson 7: Entry Event (I Do) (35 Minutes/1 class period)

This lesson was originally created to “piggy back” on “Lesson 8: [The Work of Historians](#) in the “[How do we learn about the Past Unit?](#)” and then when I needed it I used it to have my students review the artifact identification process later in the year and create a fun game for the Bridgewater Elementary School and Regional Heritage Fairs.

Teacher will pick up “Artifact #1” Don’t give the students any hints as to what it is. The Enfield bayonet and scabbard. Pass it around to the students. Have them analyze it for clues as to what it may have been used for in the past. I have found this particular artifact is good to begin with, as it engages the student’s interest from the beginning.

Ask the students:

- 1) What is it made of?
- 2) How does it look and feel? (Encourage students to use good adjectives: smooth, heavy, hard, cold)
- 3) What was it used for and by whom?
- 4) What does the artifact tell us about the people who made and used it?
- 5) Do you know of any similar object that is used for this purpose today?



After we have evaluated and analyzed artifact #1 as a class. Have the students open the [Artifact Analysis Worksheet](#) from the class Moodle Site. Make sure they use Claro to open it with so they get the option to type into the boxes and email the completed form back to me. Students should watch the “[Screencast on creating an artifact video](#)” (See link above) in preparation for the next class.

remember,  
understand  
communicate,  
analyze,  
critical thinking  
evaluate.

<p><b>Artifact Analysis</b> Lesson 7: Entry Event (You Do) (35 Minutes/1 class period)</p> <p>You do:</p> <p>Students will get their assigned artifact from the display case. (Most Nova Scotia grade 5 teachers received an “Artifact Kit” from the DOE in 2013.) While I have supplemented this kit with some of my own artifacts it does provide the teacher with a good starting point. Artifact Photos from my personal collection as well as DOE Collection.</p> <p>After receiving their artifact students will then complete the <a href="#">Artifact Analysis Worksheet</a>. They have to identify the type of artifact by describing the material from which it was made: bone, pottery, metal, wood, stone, leather, glass, paper, cardboard, cotton, plastic, other material. The students should be given magnifying glasses and magnets (to test for iron).</p> <p>Then the students have to describe how it looks and feels: shape, color, texture, size, weight, and movable parts, anything printed, stamped or written on it.</p> <p>From this they can begin to guess at what the artifact might possibly been used for? Who might have used it and where and when it might have been used?</p> <p>Finally, students will think critically about the artifact and what it tells us about the society and the life and times of those who created it. What does it tell us about technology of the time in which it was made and used? And can they name a similar item today? Using their device students should take several pictures of the artifact from different angles.</p> <p>Photos of the artifacts to use for this activity: <a href="#">Artifact Photos</a></p>	<p>Find, validate, remember, understand, communicate, analyze, critical thinking evaluate.</p>
<p><b>Artifact Analysis Video Creation</b> Lesson 7: Small Group Activity (We Do) (35 Minutes/1 class period)</p> <p>Students will show their artifact to the class and communicate what they have discovered using evidence to support why they believe the object to be what they think it is. As a class we will discuss each artifact and establish what it actually is and what it was used for, students can then revise their hypothesis as needed.</p> <p>Using their devices in groups of two they must collaborate to create a video of their individual object, discussing their investigation of the artifact, what it is, its special qualities, its uses and what the artifact tells us about the past and the society that created it. They need partners in each group because one has to film while the other demonstrates how the object used and describes it.</p>	<p>remember, understand communicate leverage create citizenship</p>
<p><b>Artifact Analysis Video Publication</b> <b>Lesson 7: Activity (We Share) (35 Minutes/1 class period)</b></p> <p>The completed videos will be published to the Internet and have a QR Code generated for each of them using <a href="#">Kaywa QR Code Generator</a>. Students will</p>	<p>evaluate leverage create publish citizenship</p>

then print and place their QR code beside each of the artifacts in the display cases so that anyone coming along with a device that reads QR Codes can scan the code and watch the artifact analysis done by each of the students.

Finally, each student will create a multiple choice question about their artifacts' use that can be added to Socrative. (This is not only where the creation of the game for the heritage fair comes in but also an assessment to make sure that the other students were engaged during their peer's presentations.) Once completed students will log onto their "Socrative" Accounts using the following information: Room #: *a62b61e8*. Students should open the file: *History Explorer Awesome Artifacts* and they will take the same artifact quiz that will be used at the heritage fair.

Sample Artifact Videos:

[Artifact 1 Video](#)

[Artifact 2 Video](#)

[Artifact 3 Video](#)

[Artifact 4 Video](#)

[Artifact 5 Video](#)

[Artifact 6 Video](#)

### **Lesson Wrap Up:**

Have students swap their QR Codes with their friends so that they can share their work with friends.

### **Differentiation/Modification/Enrichment:**

**Adaptations:** This activity was created with UDL in mind so that students who have fine motor challenges can type or dictate using their devices instead of having to write their results on paper. The use of a camera on the device allows a photograph to be used as opposed to a hand drawing for those that feel uncomfortable about their artistic abilities.

**Enrichment:** Students who wish to take this to the next step can film using one of the class video cameras against a chroma-key background and edit the film in Pinnacle on the class laptops. With the addition of an appropriate historical background and/or dressing in period costume while reporting on their artifact analysis would add a greater impact to the presentation.



**Assessment:**

Students will be assessed in a number of ways:

- 1) How accurate were they in determining the purpose and characteristics of each artifact.
- 2) The creation of a good multiple choice question for the Socratic Quiz.
- 3) Mark from the Socratic quiz.
- 4) [\*\*Awesome Artifact Analysis Rubric\*\*](#)
- 5) [\*\*Artifact Analysis Outcomes Checklist\*\*](#)

**Teacher Reflection:**