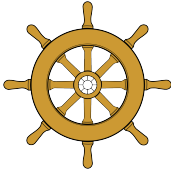


Lesson Description:
Lesson 1B Unit Introduction : Artifact Observation
Day 2
Students will be introduced to making detailed observations of historical artifacts

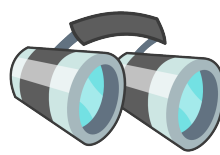
Outcomes



Resources



Procedure



Assessments



Grade: 5

Subject: Social Studies

Unit: How do we learn about the Past?

Driving Questions: *How do we learn about the past?*



Curriculum Outcomes:

Social Studies:

5.1.1 develop an understanding of how we learn about the past

(subtopics from *Investigating Past Societies*)

Use artefacts to learn about the past.

Expected Time: 45 minutes



Resources: a collection of artifacts for the students to draw and identify (sources may include the NS Grade 5 *Learning with Objects Artifact Kit* of historical artifacts or simply some everyday small objects from a teacher's own collection)

-drawstring bags or material to cover the objects.

Artifact pages:

<http://eisorgrade5.weebly.com/artifact-1.html>

<http://eisorgrade5.weebly.com/artifact-2.html>

<http://eisorgrade5.weebly.com/artifact-3.html>

<http://eisorgrade5.weebly.com/artifact-4.html>

<http://eisorgrade5.weebly.com/artifact-5.html>

<http://eisorgrade5.weebly.com/artifact-6.html>

<http://eisorgrade5.weebly.com/artifact-7.html>

<http://eisorgrade5.weebly.com/artifact-8.html>

<http://eisorgrade5.weebly.com/artifact-9.html>

Discovering Archaeology:

<http://eisorgrade5.weebly.com/extra-resources.html>



Lesson Procedure

**21st century
skills**

<p>Teacher does (I Do): Yesterday we examined some artifacts to see what we could figure out by observation. Review what sort of details they took into account. Color, size, shape, decoration, markings etc.</p> <p>Word Wall: “An archaeologist studies the past by digging into the Earth to discover where people once lived and examining the objects found there.” Create a word card to be added to a vocabulary word wall, along with “artifact” from yesterday.</p> <p>Give students the handout “ What is an Artifact?” Page 6 from the Discovering Archaeology activity book. Have them match the artifact with the owner.</p> <p>http://eisnorgrade5.weebly.com/extra-resources.html</p> <p>“So when an archaeologist finds an artifact, they will want to know who used it. (cultural group etc) Show an artifact from yesterday’s lesson. What other information will they want to record about an item? Brainstorm ideas bringing students to 5 w’s.</p> <p>Who owned it? Who found it? What is it? What was it for? When was it made? When was it found? Where was it found? Why is it important?</p> <p>Show one of the artifact description cards from today’s activity. Several terms are used that may be difficult for the grade 5’s.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> find, validate <input type="checkbox"/> remember, understand <input type="checkbox"/> collaborate, communicate <input type="checkbox"/> analyze, synthesize <input type="checkbox"/> critical thinking <input type="checkbox"/> evaluate, leverage <input type="checkbox"/> create, publish <input type="checkbox"/> citizenship
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<p>Individual student work (You Do):</p> <p>As preteaching, show the video clip explanation “Artifact Exploration”</p> <p>http://eisnorgrade5.weebly.com/screencasts.html</p> <p>Describers explained: function site description material manufacture date ascription size status comments artifact-related websites</p> <p>After watching, have students access the weebly survey and match the meanings of the items. Discuss.</p>	<input type="checkbox"/> find, validate <input type="checkbox"/> remember, understand <input type="checkbox"/> collaborate, communicate <input type="checkbox"/> analyze, synthesize <input type="checkbox"/> critical thinking <input type="checkbox"/> evaluate, leverage <input type="checkbox"/> create, publish <input type="checkbox"/> citizenship
<p>Group work (We Do):</p> <p>With the same partner as yesterday, have students access the artifact description connected to their item. (links in resources above)</p> <p>Have them recall their predictions from yesterday and record their new findings, to compare the results on the page below.</p> <p>Conference with students as they work together.</p>	<input type="checkbox"/> find, validate <input type="checkbox"/> remember, understand <input type="checkbox"/> collaborate, communicate <input type="checkbox"/> analyze, synthesize <input type="checkbox"/> critical thinking <input type="checkbox"/> evaluate, leverage <input type="checkbox"/> create, publish <input type="checkbox"/> citizenship

Class share (We Share):

Partners share their findings of the 5 w's for their item.

- ☐ find, validate
- ☐ remember, understand
- ☐ **collaborate, communicate**
- ☐ analyze, synthesize
- ☐ **critical thinking**
- ☐ evaluate, leverage
- ☐ **create, publish**
- ☐ **citizenship**

Lesson Wrap Up:

“So now we know what type of information historians are interested in, students will preview the screencast primary and secondary sources to get ready to discuss other sources of information.”

Differentiation/Modification/Enrichment:

For students with reading difficulties, students may open the pdf files using a text to speech reader such as Claro PDF and listen to the descriptions.



Assessment: Collect student record sheets. Conference and use observation checklist as students work.



Archaeologists at work.

Artifact Record Sheet # _____

Look at the artifact predictions from yesterday.

Follow the links on the website to find out the “real scoop” on your item.

What is this item?

Who used it?

What was it for?

When was it made?

Where was it made?

Observation checklist:

[illegible]