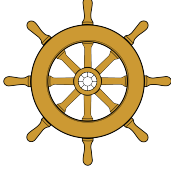


Lesson Description: Lesson 7 : Mystery Artifact (introduction)

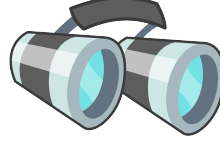
Outcomes



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*)

Using artifacts to learn about the past.

Mixed practice review.

Expected Time: 90 minutes



Resources:

Mystery artifact screen cast to preview

<http://eisnorgrade5.weebly.com/screencasts.html>

Alternate artifact observation sheet

<http://www.archives.gov/education/lessons/worksheets/artifact-analysis-worksheet.pdf>



Lesson Procedure

21st century skills

Teacher does (I Do):

Play the screencast <http://eisnorgrade5.weebly.com/screencasts.html>

Students will create their own mystery artifact videos in pairs with an analysis reflecting the types of information they have been practicing. (partners are helpful so one can be a camera person and the other act/ switch roles)

Give the students the [handout](#) of the activity description.

Discuss.

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

<p>Student does (You Do):</p> <p>Pairs of students brainstorm and begin planning their video.</p> <p>a) Stress the importance of pre-planning the information first:</p> <p>Object information planning handout http://eisnorgrade5.weebly.com/lesson-7.html or http://www.archives.gov/education/lessons/worksheets/artifact_analysis_worksheet.pdf</p> <p>b) Do a storyboard with storyboardthat.com (by teacher subscription) https://www.storyboardthat.com/account/logon</p> <p>c) Begin to film and edit (this will run into a second or third class depending on productivity)</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>Class share (We Share):</p> <p>Students share any technical questions they have or problems with completing the chart for group resolution ideas.</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

Lesson Wrap Up:

Comment positively on student's efforts, respect in sharing and their creativity in production.

Differentiation/Modification/Enrichment:

Consider bigger groups or a pre-selected group of artifacts. Students can plan to enrich the activity with green screen backgrounds.

Assessment: Evaluate the accuracy of the planning sheets and the storyboards.

[Return to lesson](#)

Learning with Artifacts: My MYSTERY item.



We've been learning how historians find out about the past by studying artifacts. For this assignment you are asked to give a **detailed description of an artifact in a short video clip**.

What sort of object?

Describe a mystery item. Using a handout, you will first plan what you will say, by giving a description of the object's appearance, where it came from (if known), how it was used, and any other information that would be useful and interesting.

Make a video clip about your results, so it should be something that you can videotape or take pictures of at home, or that you have permission to bring to school.

Perhaps you have something available that *not everyone will recognize*. It would *not have to be an older item*, but it should be more fun to guess if it is not a common object.

Increase the mystery by zooming in to take your pictures close up or from different angles. This way a common object is not a "give away".

There are a limited selection of **historical objects available** in the classroom to share if needed. But we also can provide a number of costumes for use at school and you can choose an appropriate background to use with a greenscreen.

Let's be creative and bring history to life!