

“READ” an Artifact

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Grade Level	7
Duration	2 class periods

National Standards
GEOGRAPHY Element 2: Places and Regions 4. The physical and human characteristics of places 6. How culture and experience influence people’s perceptions of places and regions Element 6: The Uses of Geography 17. How to apply geography to interpret the past

AZ Standards
ELA Writing Text Types and Purposes 7.W.1 Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.

Arizona Social Science Standards
GEOGRAPHY Global interconnections and spatial patterns are a necessary part of geographic reasoning. 7.G4.1 Analyze cultural and environmental characteristics among various places and regions of the world. HISTORY Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world. 7.H3.4 Explain the influence of individuals, groups, and institutions on people and events in historical and contemporary settings.

Overview

In a social science course, students should know what an archeologist does and how primary and secondary sources differ.

- Put himself/herself in the role of an archeologist and interpret an “artifact.”
- Identify sources as primary or secondary.
- Write an argument.

Purpose

In this lesson students will be given the opportunity to look at a potential artifact and interpret what a future archeologist might construe from a found object. Students will also identify primary and secondary sources that could be used to assist the archeologist in his/her identification of the object.

Procedures

SESSION ONE

1. Begin the lesson by asking students to imagine they are archaeologists living **many years** in the future. In an excavation site, they have found a coin from a long-ago society.
2. Hand out one penny to each student.
3. Ask students to examine the penny and write down all they notice on both sides of the coin.
4. Ask students to consider what this coin could tell future archaeologists about America and our society.
5. Have students share their observations.
6. Discuss what kinds of human resources, written resources, or other objects might help them learn about their “artifact.” (historians, dictionaries, museums, textbooks, colleges, diaries, newspapers, pictures, etc.) Write these on the whiteboard.

Materials

- Pennies (one per child)
- Scoring Guide
- Primary vs. Secondary PowerPoint
- Projection device/computer

Objectives

The student will be able to:

7. Show the Primary vs. Secondary PowerPoint.
8. Have students look at the list of resources on the whiteboard. Which of these are primary sources? Which are secondary sources?
9. Assign as homework, students are to bring a **picture** of something from today that could be found many years from now in an excavation site. Examples could be a different coin, a CD, an earbud, a key, a book, a food container, etc. The picture can be a computer image or hand drawn. It needs to be on an 8.5 by 11 inch piece of paper.

SESSION TWO

1. Explain that they have just found this object in their "dig." They need to describe it in detail without naming it since it is an unknown object in their time. After describing the object, they will then make a reasoned guess as to the use and identity of the object. They will then create a list of at least 5 resources (human, written or other objects) that they will use to help identify the object. They will then identify each of the resources as a primary or secondary resource.
2. Share the scoring guide so students will understand how the argument will be graded.

Assessment

ELA and Social Science

Grade the arguments using the Scoring Guide. Mastery will be considered a score of 48 or higher on the scoring guide.

Extensions

There are a variety of YouTube videos about being an archeologist

Solving Mysteries with Archaeologists (4:36 min)
(<https://www.youtube.com/watch?v=zOJlCdMvWAI>)

Want to be an Archaeologist? (6:37 min)
<https://www.youtube.com/watch?v=ao4vVcfvyuE>

What is archaeology? (2:38 min)
<https://www.youtube.com/watch?v=FQtlqyv-IIA>

Sources

Library of Congress