

Artifact Lab

Historical and Cultural investigation

Content Objectives:

Each student will explore artifacts from around the world. (Include some from each students background if possible)

Each student will be able to come up with predictions about several artifacts.

Each student will be able to learn to problem solve, make inferences, and learn about different cultures from around the world.

Language Objectives:

Students will be able to use content vocabulary in group discussions.

Students will be able to orally make complete sentences.

Assessments:

Students will write a few sentences describing the object and where they think it is from and what they think it's original use may be. (obj. 1, 2, 3) *Formal*

Students will write a short essay about 3 of their favorite objects and explain it's use, origin, and why he/she liked it. (obj. 3) *Formal*

We will wrap up the lesson with a discussion about the artifacts. (obj. 1, 4, 5)
Informal

History Standard (Second Grade):

2.1 #1 Trace the history of a family through the use of primary and secondary sources, including artifacts, photographs, interviews, and documents.

2.2 Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.

Language Arts Standards (Second Grade):

Group related ideas and maintain a consistent focus.

Recognize and use the correct word order in written sentences.

Materials needed:

Artifacts from around the world

Paper

Pencils

Carpet Squares to place artifacts on

Lab coat for teacher to wear (create the vibe of a true “artifact lab”)

Rationales:

Many elementary classes have little Social Studies. To feel a part of the world, learn more about it, appreciate the differences and recognize the commonalities, this lesson will expose students to other cultures while they learn about items from the past. Many students respond better to kinesthetic learning. This lesson plan offers an engaging introduction to historical and cultural studies to excite students and increase their interest regarding these subjects. Hopefully this lesson will help students realize how large our world is and open their eyes to different cultures.

Scaffolding:

Steven, Angel, Evelyn and Alvin (Special Needs)

I will sit next to each student for a few moments as they begin exploring and writing. During this time I can prompt students and provide examples on how to make predictions.

I will help these students locate artifacts' origins on the map until they are comfortable to do so on their own.

These students will be allowed to draw pictures instead of writing sentences.

Procedure:

I will start the lesson by bringing everyone to the carpet. When everyone is sitting down I will explain that we are going to be "historians" for the day. I will tell them how I gathered artifacts from around the world and we will be studying them to determine where they are from and what they were used for. At this point I will show them the map which lists all 15 of the countries where artifacts are from. I will orally list all the countries and have the students repeat the names. This will help them pronounce the new words and encourage students to use these words in their discussions. Next, I will go over the rules and emphasize the importance of respecting the artifacts. Lastly, I will pass out their worksheets where they will write down their predictions and sentences about each object they choose to study.

After the carpet discussion, students will break into groups of 5 and rotate among 4 tables with several different artifacts. Students will have 5 minutes at each table to examine artifacts and write down their predictions. After the 5 minutes are up, I will flash the lights and they will put back all their objects and switch to the next table. Once everyone has gone to all 4 tables I will allow for 2 minutes of writing. Then I will go from table to table asking for their predictions on each item and then go over the correct use of the item and reveal its original location. This discussion will conclude with questions or comments from students and then they will be given the rest of the time to write.

Content Vocabulary Checklist

| | <i>Historian</i> | <i>Artifacts</i> |
|-----------|------------------|------------------|
| Angel | | |
| Evelyn | | |
| Steven | | |
| Alvin | | |
| Julie | | |
| Karyn | | |
| Brian | | |
| Rocky | | |
| Elizabeth | | |
| Jackie | | |
| Elvis | | |
| Ramon | | |
| Kaitlin | | |
| Pablo | | |
| Fianna | | |
| Yvonne | | |
| Jacklin | | |
| Kobe | | |
| Daniel | | |
| Vivian | | |

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