

Mississippi Valley Archaeology Center

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This lesson was created by a teacher participating in a Wisconsin ESEA Improving Teacher Quality grant entitled Inquiry Based Technology-Mediated Teacher Professional Development and Application.

Title: Pieces of an Artifact

Submitted by: Carol Valenta

Grade Level: 6, 7, 8

Subjects: Social Studies, Art

Objectives: When an archaeologist finds only part of an artifact, how does this affect

the interpretation of that artifact?

Duration: One class (53 minutes)

Materials/Supplies: Piece for each group cut from a drawing of an artifact, drawing paper

Vocabulary: Review: artifact

Background: We need a basic understanding of what an artifact is, and that often the

whole artifact is not found, but only pieces. This influences the

interpretation of the artifact.

Setting the Stage: Students have had a previous lesson on what an artifact is, and how they

are used to learn about a civilization.

Procedure: Students are divided into six groups. Each group is given the same piece

of a drawing of an artifact. (They have only $1/6^{th}$) Each group is to make a drawing of what they think the entire artifact looks like, and what it is. These drawings are collected. Now, give each group a 2^{nd} piece of the "puzzle." Each group now has 2 pieces of the artifact. Again, they try to determine what the artifact is and make a drawing of what they think the entire artifact will look like. These drawings are now collected. Each group is given a 3^{rd} piece of the "puzzle." They again try to determine what the artifact is and draw what they think the final artifact will look like. These drawings are then collected. Drawings from each of the first six groups are shown and discussed. The second set of drawings is then

shown and discussed. The third set of drawings is shown and discussed. Finally, the pieces will all be put together up on the board so the class can

see the entire artifact.

Closure: Discussion - Which drawings are the most accurate? What are some

problems you had trying to figure out what the artifact was? Relate this to

the problems that archaeologists have in working with artifacts.

Evaluation: Assessing if the students understand the discussion by having them write a

summary of what was discussed in their notebooks.

Links/Extension: Each time we begin studying a new civilization give the students pictures

of artifacts from that civilization and have them use these to make

observations and predictions about the civilization.

References: Used the following for ideas:

Blattner, Don. <u>World Civilizations and Cultures</u>, Mark Twain Media, Inc., Distributed by Carson-Dellosa Publishing Company, Inc., Printed in

the United States of America, 2000.

Rubric: Compare/Contrast Essay for the Oneota Indians and the Aztecs

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