



Essential Seattle

Museum Visit Curriculum Materials

Museum of History & Industry

www.seattlehistory.org

From the day Captain George Vancouver's ship first sailed into Elliott Bay in 1792 to the present, Essential Seattle takes you on an illuminating journey through the key events that shaped the modern city, focusing on the fascinating and diverse people who shaped our unique region.

The following materials are available to you to use in the classroom. They are designed to enhance your teaching of the themes explored in MOHAI's core exhibit Essential Seattle. Use them in advance to prepare your students or after your visit to build on their experience at the museum.

Lesson Plan: Personal Artifacts

Objectives:

- Students will become familiar with artifacts.
- Students will learn and apply critical thinking and analysis skills.
- Students will explore history as a something connected their own lives.

Potential EALRs Met:

(leftover from original one from Native Manual, needs to be updated)

	1.1	1.2	1.3	2.1	2.2	2.3	2.4	2.5	3.1	3.2	3.3
<i>History</i>		•	•	•	•						
<i>Geography</i>									•		
<i>Economics</i>				•	•						
<i>Social Studies Skills</i>	*			*					*		
<i>Communication</i>	•	•	•		•	•	•	•	•	•	•
<i>Reading</i>											

Materials:

- Students personal artifacts
- A large display table
- Worksheet "Artifact Analysis"

Suggested Procedure:

1. Prepare for this lesson by asking students to bring 2 objects from home, one that they use everyday and one that is just important to them in some way even if they do not use it often. Let them know it should be something that is ok for others in the class to handle. Gather all the objects on the display table. You may want to add some objects from the classroom that would be interesting for the students to analyze (shoes, sports equipment, toys, electronic equipment etc.)
2. Begin the lesson by writing the word "artifact" on the board. (You may choose to have this discussion before they students bring in their objects.)
3. Define "artifact" with your students either by using their own knowledge first. Do artifacts have to be very old? For the purposes of studying history, an artifact is something that was made or changed to be used by people. Write the class definition on the board.
4. Brainstorm different types of artifacts with the class. What artifacts could tell a story about the people who made or used them? What artifacts might tell more about the lives of their own family or class today? Are the objects on the table artifacts?
5. Pick one artifact from the table, guide the whole group through the analysis process outlined in "Artifacts: Finding Clues to the Past."

6. Break the students into groups or have them individually pick an object from the table they think is interesting. Have them use the analysis questions to see what clues someone could get about their lives from this object. Have the students share their conclusions.
7. Discuss what it might be like for someone in 100 years to find these objects. Would they understand how you lived your daily life or what you valued? What could that person use to understand the object if they did not know what it was? Examples include; Photo or drawing of someone using it, journal entry talking about it, packaging, catalogs or advertisements, other objects that would be used with it including clothing.
8. If you are doing this activity before your visit, discuss what types of artifacts your students think they will find at the museum. If this is after your visit discuss what artifacts they saw and how they helped them understand what life was like for people in Seattle and King County at other times.

Extension activities-

1. Create a museum exhibit with their artifacts. Discuss that they are using their personal collection to tell a story about their lives just like a museum uses it's collection to tell stories about the past. Have students create labels for the objects using the info they gathered from the analysis sheets and make choices about how things should be grouped together to tell their story.
2. Have the students examine the whole collection and come up with 1 or 2 true statements about their class that you could tell from looking at the artifacts. Use the standard that each statement must work with at least 3 artifacts on the table to consider it to be true. Have the students write out their statements and include some info from the artifacts they used to support their statement. This is the beginning of a historical account based on primary sources.

Artifact Analysis Worksheet

1) Type of Artifact- Describe the material from which it was made: bone, pottery, metal, wood, stone, leather, glass, paper, cardboard, cotton, plastic, or other material.

2) Special Qualities of the Artifact- Describe how it looks and feels: shape, color, texture, size, weight, movable parts, anything printed, stamped, or written on it.

3) Uses of the Artifact

A. What might it have been used for?

B. Who might have used it?_

C. Where might it have been used?

D. When might it have been used?

4) What the Artifact Tells Us

A. What does it tell us about the technology of the time in which it was made and used?

B. What does it tell us about the life and times of the people who made it and used it?

C. Describe a similar item from today.

Questions designed and developed by the Education Staff, National Archives and Records Administration, Washington, DC 20408.

Page URL:

http://www.archives.gov/digital_classroom/lessons/analysis_worksheets/artifact.html