

## Return of the Artifacts Lesson 1 More Than You Think You Know 2

### The Basics

**Objectives:** To give participants a clear and positive demonstration of what they have learned through the *An Artifact Speaks* lessons.

**Performance of Skill Expectations/Enduring Understandings:** The participants will repeat the *More Than You Think You Know* lesson from Box 1.

**Suggested Lesson Plan Prerequisites:** *Introductory Lesson 1: The Key to Understanding Artifacts* and *Introductory Lesson 2: More Than You Think You Know*.

**Estimated Materials Preparation Time:** 20 minutes.

**Duration:** 30 minutes

**Materials Provided:** Artifacts, master copies for culture sheets, master copy for group worksheet, Artifact Information Sheets.

**Materials to be Provided by the Instructor:** Tape and large sheets of paper.

#### Other Notes:

1. The instructions for this lesson are nearly identical to those of the original. Differences are found in instructions, reflection, and assessment. The full instructions are repeated here as a refresher for returning educators.

2. The participants will work in small groups.

### Concepts/Vocabulary

none

### Procedure

**Preparation:** Prepare for the lesson as follows:

1. Make copies of the culture sheets and cut each sheet into small “tags” that have the name of one of the cultures on it (Greece, India, China, Mesopotamia, Egypt). You will need to have one of each tag for every small group you have. You can gather the five tags per group together by clipping them or placing them in a zipper bag. It works best and saves time to have all the groupings ready before the lesson starts.
2. Make enough copies of the worksheet so that each small group can share one.
3. Place the five artifacts provided on safe platforms (desks, tables) equidistant around the classroom.
4. On the wall near each artifact, tape a large piece of paper. (A legal sheet works well.) On the table next to the artifact, put a roll of tape.

**Introduction/Instruction:**

1. Have the participants sit together in small groups.
2. Ask the participants if the artifacts placed around the room look familiar, and if so, where they remember seeing them.

**Development:**

1. Have each of the groups stand up and walk to one of the artifacts. Explain that the groups have one minute to look at the artifact. Looking can include touching, using these rules:

1. One person touches at a time.
2. Holding is done with two hands at all times and with respect.
3. Things work best if touching consists of one person holding up the artifact for the purpose of showing it to everyone in the group.

Note: The exception to this rule is the sari, which will begin to unfold all over if lifted. Touching with the flat of the hand is suggested.

Once the first minute is over, the groups rotate to the next artifact (in the direction indicated). This is continued until all groups have seen all the artifacts.

2. Once they are again seated, the worksheet and a pencil are handed to the person the group has designated as recorder. The recorder writes in his/her name on the "Team Members" line. The sheet is passed among the group members so all can sign it. The group then discusses the artifacts they have seen and fills the form out in the following manner:

- Circling the name of the culture the group believes matches the artifact. The cultures to choose from are next to each artifact picture. There are no duplicates—each culture name is used only once.
- Writing on all three lines under the picture the three reasons for their choice. The reasons need not be long or even be complete sentences, as long as the reason is clear. Have the participants fill in the ones they are surest of first, leaving for last those that are guesses. (Filling in the line with "it was the last one left" is an acceptable answer.) Once the worksheets are filled in, have the pencils put away so that the recorders cannot change the answers later.

3. Give one person in the group the five "tags" with the names of the five cultures that match the artifacts. Have that person take the tags and the completed worksheet to the artifacts and tape the tag that shows the group's guess to the large piece of paper on the wall.

4. If this lesson is being done with more than one set of small groups, make sure to remove the tags from the large pieces of paper before the next group enters the room.

5. Once all of the artifacts have been tagged, walk to each of them and give information on them to the groups. Have the groups that guessed the culture correctly reward themselves at each artifact discussion with raised hands, applause, etc. Before moving on to the next artifact, have the groups tell you their reasons for picking the culture they picked.

**Reflection:** Generate a short discussion with these questions:

- Was this lesson easier to complete this time than the first time you did it? If so, why? If the lesson is now easier, how did it make you feel?
- Where there artifacts that still gave you trouble? If so, which ones?

**Assessment:** How well did the groups do in their guessing? Were there artifacts that still confused the participants? Could the participants describe what made certain artifacts harder to identify than others?