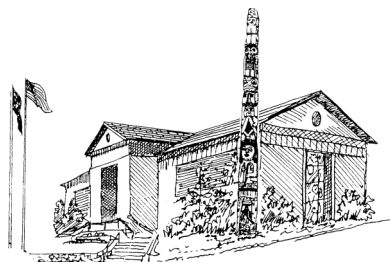


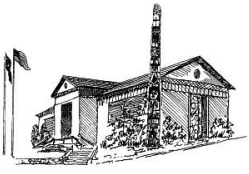
# OBSERVING & LEARNING FROM ARTIFACTS



A JUNEAU-DOUGLAS CITY MUSEUM  
PLACE-BASED HISTORY KIT  
GRADES K-4



DEVELOPMENT OF THIS EDUCATION KIT FOR THE JUNEAU-DOUGLAS CITY  
MUSEUM WAS MADE POSSIBLE BY THE ALASKA STATE MUSEUM GRANT-IN-AID PROGRAM.



## Juneau-Douglas City Museum

# Observing & Learning from Artifacts

**GRADES: K-4**

**TIME: 4 Lessons of varying length + Field Trip**



### KIT INCLUDES:

- Five Lesson Guides
- A Variety of Artifacts
- Laminated Photographs
- Reproducible Handouts
- 8 Read Aloud Picture Books
- Fabric for Classroom Museum

### MATERIALS NEEDED:

- Rulers
- Pencils
- 4x6 Lined Index Cards

### KIT DESCRIPTION:

This kit is designed to take the learner from the basics of understanding what an artifact is to using artifacts to help tell stories of the past, in particular, the past as it relates to the communities and people of Juneau and Douglas, Alaska. Learners will visit the Juneau-Douglas City Museum to observe artifacts in the Museum setting.

### VOCABULARY:

Artifact  
Collection  
Properties  
Oral Histories  
Artifact Label  
Museum

### STANDARDS:

- **History:** A4, A5, C2, C3,
- **Geography:** F2
- **Cultural:** D4

### CONTENT CONNECTIONS:

JSD Art Kits

Language Arts: A variety of writing styles including, narrative (story telling), informative (factual information about their artifacts).

Reading Wonders 1st grade: U1W2 (Where I live), U2W1 (Jobs around town), U2W2 (Buildings), U3W4 (Now and Then), U5W1

### OBJECTIVES: Students will...

- Define the term artifact
- Determine what is/is not an artifact
- Observe an artifact and state two things learned about people through this artifact
- Examine historical photos and state what they think they know and defend answers with evidence
- Compare/contrast artifacts based on properties, uses, historical periods, artifact type
- Carefully draw and describe an artifact, including measuring length/width
- Select an artifact that tells/represents something about them
- Create an exhibit including an informative description about their personal artifact
- Explain why it is important for museums to keep artifacts
- Defend the practice of museum's storing/preserving artifacts (both everyday items and rare)

### ASSESSMENT CRITERIA: Students will be able to answer:

- Did you learn something new? What?
- Did this experience change how you think about the topic?
- Is this something you can use in the future?

### LESSON PREPARATION:

There are 5 lessons in this kit. Each lesson requires some teacher preparation. Instructions for teacher preparations are listed together on the following page and individually at the start of each lesson guide.

## STANDARDS COVERED

### Geography:

(F) A student should be able to use geography to understand the world by interpreting the past, knowing the present, and preparing for the future.

**F2** A student who meets the content standard should compare, contrast, and predict how places and regions change with time.

### History:

(A) A student should understand that history is a record of human experiences that links the past to the present and the future.

**A4** A student who meets the content standard should understand that history relies on the interpretation of evidence.

**A5** A student who meets the content standard should understand that history is a narrative told in many voices and expresses various perspective of historical experiences

(C) A student should develop the skills and processes of historical inquiry

**C2** A student who meets the content standard should use historical data from a variety of primary resources including letters, diaries, oral accounts, archeological sites and artifacts, maps, photos, historical sites, documents, and secondary research materials, including almanacs, books, inices, and newspapers;

**C3** A student who meets the content standard should apply thinking skills, including classifying, interpreting, analyzing, summarizing, synthesizing, and evaluating to understand the historical record.

### Cultural Standards:

(D) Culturally-knowledgeable students are able to engage effectively in learning activities that are based on traditional ways of knowing and learning.

**D4** gather local and written history information from the local community and provide an appropriate interpretation of its cultural meaning and significance

## TEACHER PREPARATION INSTRUCTIONS

### Prepare Lesson 1

- Read all lesson guides.
- Print out the ***Observing a Spoon*** sheet for each student
- Gather rulers (you provide)

### Prepare Lesson 2

- Familiarize yourself with the ***Artful Routine: See, Wonder, Think*** handout
- Familiarize yourself with the ***Pass the Picture Routines*** handout
- Look at the historical photos and brief summaries to be ready to clear up any large misconceptions during discussions
- Choose a read-aloud from provided selections

### Prepare Lesson 3

- Make copies of the ***Artifact Observation Sheet*** (1 per 3 students)
- Review all artifacts in the kit and the ***Artifact Information Cards***.
- Familiarize yourself with the gold pan to share with the class.
- Read *Wilfred Gordon McDonald Partridge* and *Sam and Dave Dig a Hole*

### Prepare Lesson 4

- Make copies of ***Parent Letter***
- Review the ***Sample Museum Label*** sheet.
- Choose a date for the classroom museum

### Prepare Lesson 5 (Museum Field Trip)

- Schedule a visit to the Juneau Douglas City Museum (Call 586-3572).

## TEACHER PREPARATION

- Read all lesson guides.
- Print out the **Observing a Spoon** sheet for each student
- Gather rulers (you provide)

## ENCOUNTER

**Teacher asks:** *If I walked into your bedroom, what would I know about you from the things you have there?*

For younger students, provide a sentence starter: YOU CAN TELL \_\_\_\_\_ BECAUSE \_\_\_\_\_.

**Example:** “You can tell I like soccer because I have soccer posters, soccer trophies and soccer cleats in my room.”

**Record student responses** which may include: I’m a boy/girl, my interests (soccer, ballet, movies, pop culture, etc) , I wear clothes, I share a room/have my own, I’m messy/neat, I read a lot, I wear glasses/braces/etc, I play with toys/use a computer, etc.

**USE THE TWO PHOTOS OF BEDROOMS. DISPLAY PHOTOS IN FRONT OF CLASS.** Let’s look into these two bedrooms. What do you know about the people who use them from the things you can see? Have students turn and talk. Walk around and listen to student discussions. Share ideas whole group.

**Explain** to students that people who study history use objects to tell about people and life from the past. They use a special word for these objects: ARTIFACTS.

**Give a definition:** Artifacts are something made or used by humans. Start pointing out things in the room that are artifacts (e.g. “Your glasses are an artifact.” “Your pencil is an artifact.” “Your shoes are artifacts.”). Have the students join you in this activity, naming things from the classroom.

Have the students think about the idea that old artifacts they see in museums today were once as new as the objects that they just pointed out. Ask them to imagine which things in the room might be around in 1000 years and what someone finding them might think about them....or think they are. Share ideas.

**Explain** to students that artifacts can tell us a great deal about the people who make and use them. For example, an object made of a material not found in that group’s part of the world can tell us that the people traded or lived along a trade route. Food preparation and serving artifacts help us to know what kinds of foods were eaten. Painted scenes or photos of everyday life can give clues to clothing styles or interior decoration. Diaries and letters can tell about important events and how people felt about them. **Some people say that artifacts “speak.”**

## ENGAGE:

Students use spoons to look at properties, use, what the spoon may tell about the people who used the spoon. They will draw and measure spoon as well.

**Explain** *It is best, when talking about artifacts and how they fit into the cultures they are used in, to start with things that are very familiar. Once you understand how to look at a familiar artifact, you know better how to look at one from another time or place. So today the artifacts we are going to look at are SPOONS!*

## ENGAGE continued...

1. Give each student a spoon.
2. Tell students that they are to carefully observe and then draw the spoon and then answer and record the following questions:
  - What material is it made of?
  - What is its purpose? (serving, eating, measuring, decorative, etc)
  - What does this spoon say about the people who used it? (they know how to use metal, there's wood near them, they have time for art, they value lightweight, they use numbers, etc)
4. After answering the questions encourage students to measure the length of the spoon and record it on their drawing.

## REFLECT:

Students may reflect in a number of ways:

- Gallery walk around the room allowing all kids to see spoons and drawings.
- Partner share with another student
- Group share with those made of same materials
- Whole group: create 1 sharing circle and each child shares. "This spoon is made of \_\_\_\_\_ and I believe \_\_\_\_\_ because \_\_\_\_\_."

## WRAP UP:

Read-A-Louds allow children an opportunity to hear stories that illustrate the importance of artifacts in telling the history of everyday people, their daily lives and important events in history. Choose one to read:

Wooden Doll by Susan Bonners : A wooden doll connects an immigrant grandfather, his granddaughter and the life he left behind.

Henry's Freedom Box by Ellen Levine, Kadir Neslon: True story of Henry Brown, a slave, who mailed himself in a box, to freedom.

Aunt Flossie's Hats (and Crab Cakes Later) by Elisabeth Fitzgerald Howard: Visiting Aunt Flossie's house means seeing some of her special hats that remind her of different events in her life.

## ASSESSMENT:

Show kids the various **pictures of artifacts/non artifacts**. Have them show you THUMBS UP if it's an artifact. THUMBS DOWN if it is not.

## EXTENSION:

Juneau School District Art Kit Parts to Whole Shoe Drawings (3rd); After drawing shoes artists can create a voice bubble allowing the shoe to tell something about the life of its owner.

## LESSON 2 LOOKING AT ARTIFACTS (HISTORICAL PHOTOS FROM THE CITY MUSEUM)

### TEACHER PREPARATION

- Familiarize yourself with the **Artful Routine: See, Wonder, Think** handout
- Familiarize yourself with the **Pass the Picture Routines** handout
- Look at the historical photos and brief summaries to be ready to clear up any large misconceptions during discussions
- Choose a read-aloud from provided selections

### ENCOUNTER:

**Teacher says,** *People say ‘a picture is worth a thousand words’. Today we are going to look at historical pictures from Juneau Douglas City Museum observe them, wonder about them, and then decide what they tell us. We are going to be history detectives!*

**Gather children** in a circle and practice the **Artful Thinking Routine See, Wonder, Think**, as a whole group **before** having children work in pairs/small groups. Show student one of the historic photos.

**Explain:** “This is a historic (old) photo from the Juneau Douglas City Museum.” Ask students to silently observe the photo for 30-60 seconds. Encourage structured student talk:

- Start with responses that objectively say what the children see. Example, “**I see** a shoe with holes in it”, or “**I see** a small girl with a fancy dress.”
- After students have described things they see, ask them to share things in the photo they wonder about. Example, “**I wonder** where this picture was taken?” or “**I wonder** why the little girl is wearing a fancy dress?” Give them time to formulate their wonderings.
- Finally allow students to answer their own questions based on the evidence they found. Example, “**I think** the little girls is wearing a fancy dress **because** she’s going to the church in the back-ground.” or “**I think** the shoe is worn out from hard work **because** I see holes in them and people using picks and shovels.”

After students have practiced whole group, divide them into smaller groups so that each group has a historical photo in their hands.

### ENGAGE:

Each group has a historical photo in hand. Prompt them with a chime or signal to begin their silent observation, then their objective sharing (I see), then their wonderings (I wonder) and finally their answers (I think...because....). After the group discussion, rotate the pictures and repeat, allowing each group to observe, wonder and think about each photo.

### REFLECT:

Holding up one photo at a time, record what the class “knows” about these photos. Record for all photos. **Teacher says,** *Did you notice any ARTIFACTS in the pictures? What are those artifacts? Did the artifacts help you better understand the photos? Historians and archeologists (people who study past human cultures) do the same thing. They use artifacts to help tell the story. However, instead of photos, they find a collection of artifacts in a place...a cave, a broken down barn, an abandoned mine, a rickety home, or a old village site along a river...to help them tell the story of people who lived here long ago.*

Please clear up any strong misconceptions regarding the historical photos, using the brief description provided for each historical photo.

## WRAP UP:

Choose a Read-A-Loud:

- *P'eska'a and the First Salmon Ceremony* by Scot Ritchie: A family visits a wooded area with an interpretive sign and the boy wishes he could travel back 1000 years ago. We see a village belonging to the Sts'ailes people and a ceremony that reveals much about the daily life, tools, personal belongings and customs of the people, as is revealed by artifacts found at an archaeological dig.
- *Dinner at Aunt Connie's House* by Faith Ringgold: This is a magical tale of two children who attend a family dinner and discover that the portraits on their Aunt's wall can "speak". Portraits of African American women tell their stories to the children, inspiring them with their grit, creativity, leadership and creativity, and most importantly, a pride in their heritage.

## ASSESSMENT:

Observational assessment listening to student conversations, identification of artifacts vs non artifacts in the photos, and recordings of what they know from the historical photos.

## EXTENSION:

JSD art kit Yaakw Canoes (K), Clay Math Counters (1), or Patterned Pottery Birds (4); all kits highlight artifacts found in archaeological sites and reveal what the user group used for transportation, tools, art forms and recreation.

## LESSON 3 HANDS-ON ARTIFACTS FROM THE CITY MUSEUM

### PREPARE:

- Make copies of the **Artifact Observation Sheet** (1 per 3 students)
- Review all artifacts in the kit and the **Artifact Information Cards**.
- Familiarize yourself with the gold pan to share with the class.
- Read Wilfred Gordon McDonald Partridge and Sam and Dave Dig a Hole

### ENCOUNTER:

**Review** with students the definition of artifact (see handout)

**Explain** that not all artifacts are objects.

**Read** Wilfred Gordon McDonald Partridge by Mem Fox.

- After reading, ask students:
- What did Wilfred Gordon learn about memories?
- Did Miss Nancy use artifacts to help her find her memories?
- What was the value of the artifacts/objects in the story?

**Explain** to students that sometimes memories are artifacts. Oral histories are recorded to help people pass along important events as remembered from their point of view.

### ENGAGE:

**Teacher says:** *Artifacts have lives. They are witnesses (watchers) of lives and events. Today we are going to observe (hold, look at, listen to, smell) items that tell the stories of Juneau, Alaska. These items tell Juneau's history--how the land (the shoreline) and diverse people (Tlingit, Scandinavians, Phillipino, Pacific Islanders) have changed through time. These artifacts hold our stories of gold, fun times, our businesses, homes and ways of transportation and our important role as Alaska's capital city. The artifacts help us understand our past and draw strength from it. These artifacts also inspire learning and help us find our way in the future. **Shall we take a look at the artifacts???***

**Show the gold pan and say:** Let's look at this together!

- Model how to carefully observe and use the artifact observation record sheet using the gold pan. Think aloud to allow students to hear your questions and thought process. **Example:** *I notice it's made of metal. It is round and shallow. It's bigger than a dinner plate so I don't think it's used for eating food. Hmmm...it's rusty. I know metal rusts when it gets wet so maybe this was used in water.....*
- After modeling your observations and thinking, put students in groups of 3. Give each group an Artifact Observation Sheet and use the gold pan to fill out information for artifact 1. Each team member can be responsible for 1 section of the sheet. Do this whole group so students will know what to do on their own. Review student responses to ensure good examples.
- Next, give each group 1 artifact and 1 Artifact Observation Sheet. Provide students time to observe and record their observations. As they finish, have them exchange artifacts with another group. Observe and make a recording of their observations for the second artifact. After students complete their observation/recording for all three artifacts (gold pan and two others), they can then look through the ARTIFACT INFORMATION CARDS to match the correct artifact information card to their artifact.

## REFLECT:

Draw the group together again. Explain that they are to select one artifact they observed. They will share their observations about that artifact from the Artifact Observation Sheet. Then they will share what they learned about the artifact from the ***Artifact Information Cards***.

**WRAP UP:** Read *Sam & Dave Dig a Hole* by Mac Barnett. In this story the two characters dig a hole, changing directions as they dig and the just miss finding a “treasure/artifact”. As an “exit activity” have children come up with an idea of what the “treasure/artifact” was.

**ASSESSMENT:** Collect the Artifact Observation Record Sheet from each group. Review student work.

**EXTENSION:** Using the story *Sam and Dave Dig a Hole*, students can write a short response or narrative on what Sam and Dave might find if they dug in Juneau. What artifact might they find? What if they dug in the forest? Under a Juneau city street? Sandy Beach? Or somewhere else in the world. Additional idea: Students can do a still life drawing of the artifact.

## LESSON 4 CLASSROOM MUSEUM

### PREPARE:

- Make copies of **Parent Letter**
- Review the **Sample Museum Label** sheet.
- Choose a date for the classroom museum

**ENCOUNTER:** Tell students that they have been learning about artifacts. Artifacts are something made or used by humans. Some artifacts are very rare and some are common, everyday items. Say, *We are going to make a museum with artifacts from each of us.* Invite children to bring in 3 items.

- One artifact should be an everyday item, something you use every day (comb, shoe lace, book mark, cup, etc).
- One artifact should be something that is special, that has meaning or sentimental value to you or your family. This might be a photo, a special piece of clothing, something handed down from a sibling or a grandparent, jewelry, etc.
- This third artifact is student choice!

Tell students they will bring the items in and create a small display of their artifacts. Tell them: *In your display you will create a museum label that tells: What the item is, what it's made of, how it's used, why it's important and where it came from.* Tell students they should talk to family members to help them better understand their artifacts. Remind them that people's stories, or oral histories, and letters are also important artifacts.

Send home the parent information letter, informing families of the project, when artifacts are needed at school, and what artifacts may/may not be appropriate.

**ENGAGE:** When items arrive at school, allow students to use fabric and index cards to create a museum exhibit for their artifacts. Share the example of a well written museum label allowing students to notice what information is on the label. Remind students to write neatly on the museum label and provide information about the items. Don't allow students to share items BEFORE the classroom museum opens. The fun should be in seeing the items on display, reading about them and learning about each other. When all students have their exhibits set up, turn on some very quiet music and allow students to stroll through the classroom museum.

**REFLECT:** Ask students to reflect on the experience and respond in writing to the following questions:

- What is something you learned about a classmate?
- What artifact did you find most interesting?
- Do you have more questions about any of the artifacts?

**WRAP UP:** Randomly assign students to an exhibit. Students are to write a short "comment card" to the exhibitor thanking them for their exhibit and telling them something they enjoyed about their exhibit.

**ASSESSMENT:** Collect student writing (comment cards, reflection and museum labels, walk about and listen to comments during the museum visit. Observe the artifacts shared by students.

**EXTENSION:** Use this opportunity to invite parents to visit the classroom museum. Students can make invitations announcing the date, hours and name of the museum and the special exhibits!

## LESSON 5 VISIT THE CITY MUSEUM

### PREPARE:

- Schedule a visit to the Juneau Douglas City Museum (Call 586-3572).

### ENGAGE:

The City Museum tour is approximately one hour. At the museum, students can get a view of the former waterfront and participate in a visual scavenger hunt activity.

After the scavenger hunt, form student pairs to locate the following “old” Juneau:

- Modes of transportation
- Recreation
- Work
- Businesses
- Education
- Homes
- Clothing
- Communication
- Technology

After this activity, regroup and share findings.

Before departing the Museum, have each student should select one artifact of interest. Ask students to think of something you they saw that was interesting and have them go back to it and sit quietly for 5-10 minutes while carefully drawing the object using observation skills.

Students who finish early can write what the object is, how it is used, what it’s made of, what they like about this artifact and what it says about life in old Juneau.

After all students have had time to draw/observe, partner students up and allow them to be a museum guide and share their artifact with their partner.

**REFLECT:** In whole group circle, students can share responses about favorite artifacts or pass their drawings around the circle.

**WRAP UP:** Gather students, thank the staff, remind them to visit their City Museum in the future to enjoy traveling exhibits, special events and any time they want to learn more about the history of Juneau and Douglas.

**EXTENSION:** Consider a walk to the Juneau Waterfront, Jazz and Classic concert, a visit to the Evergreen Cemetery, Governor’s Mansion, lunch at Capital School playground or a visit to City Hall. Once downtown there are many opportunities to extend your field trip and learn more about Juneau’s history.