

The Ancient Ones Museum Kit – Thinking About Artifacts
2nd Grade



Background Knowledge:

Thorough information can be learned by using all or part of the PowerPoint/Video. Teachers can use this presentation for their own learning and with kids.

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| Grade Level: 2 | Learning Event 2: Mano and metate Artifacts- Thinking About Artifacts Like Social Scientists |
| Learning Objective/Target: As an archeologist, I can infer what an artifact was used for by examining it and putting the clues together. | Essential Questions: <ul style="list-style-type: none"> • How do thinkers use evidence to draw conclusions? • How can asking questions (about artifacts) help me uncover “the story”? |
| Materials/Resources <ul style="list-style-type: none"> • Mano and metate artifacts • Dried corn or amaranth (not provided) • Primary source observation tool and reflection page • Slides 22, 23, 37, and 42 from the PowerPoint | Assessment Options: <ul style="list-style-type: none"> • Review of primary source observation tool and student reflection (formative assessment) • Observation of student conversations and collaborative work |
| <p>PREPARE AHEAD OF TIME:</p> <ul style="list-style-type: none"> • Prepare groups (4 groups and then 2 groups) • Mano/metates • Copy of observation tool for each student • Chart paper and Post-its <p><i>Background for Teachers: Manos and Metates, like the one included in the kit, have been used by Indians since archaic times. These two tools were used together to process plant food. The mano is a hand held tool for grinding and pulverizing nuts, seeds, and later grains on the flat rutted-out center of a grinding stone – the metate. The resulting product from all the grinding is a pulp or meal that can often be used raw or cooked.</i></p> <p>Suggested Procedure:</p> <ol style="list-style-type: none"> 1. Setting the stage: Explain to students that they are going to have a very special opportunity today to explore some pieces of our American story. Ask students if they are familiar with the term BLM. (public lands) <ol style="list-style-type: none"> a. Discuss with students things that they do with their families in public lands b. Ask students who they think these lands belong to (chart brainstorm) c. Inform them that they belong to them! And, they don't just belong to us today, but they belonged to people of the past and they also belong to people of the future. That's what makes them so special. d. Visiting our public lands is like borrowing a book from the library. Our different landscapes, like different books, have unique stories to tell. The story is for everyone to enjoy but, just like the book, the land should be left as it was found, so future visitors can learn from the story too. e. There are thousands of sites throughout western Colorado, where people find artifacts like the ones we are going to look at today. It is very important that people leave them exactly where they were found. | |

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1. Why do you think that it is important to leave artifacts where you find them? (so archaeologists can look for clues in the area to determine what the artifact is, and how it was used)
Discuss with students how these artifacts are treasured by archaeologists and historians, because they are clues to learning about our past. Ensure that students have understanding of what it means to respect these items in class.

1. Set the stage: Explain what an archeologist is and how they ask questions to uncover the story. Use video (1 min.): <https://www.youtube.com/watch?v=qMzpA5oCGNY>
 2. Divide into groups (2 groups could be working independently while 2 groups get their first look at the artifacts). Be sure that each group has a chance to look at the artifacts.
 - a. First look (3-5 min.): Students will observe carefully and discuss what they noticed about the artifacts.
 - b. Switch groups. Students will now be in 2 groups. Each group will have one of the artifacts.
 - c. Second look: Students make notes about what they observe on their observation page.
 - d. Groups have an opportunity to share their observations.
 - e. Third look: Students will use what they heard in the class discussion to observe again.
 - i. Possible guiding questions: What do you see? (Color, shape, size, etc.) What do you feel? (Texture, weight, temperature, etc.)
 - ii. Be sure that students notice the concave shape of the metate, wear patterns on both pieces, and the rounded part of the mano.
 - f. Teacher should be charting these observations. Chart student observations as they generate questions about the artifacts and reflect on "the story" of the artifacts.
 - g. "What are your questions? What clues do you have? What background knowledge can help your thinking"? (If students aren't generating questions, begin with who/what/when/where/why)
 - h. "Based on your thinking as archeologists, what's the story?" Reveal the story. Use short video clip. "Preparing Food" Discovery Education
<https://d51schools.discoveryeducation.com/player/view/assetGuid/30b1604c-ae90-4566-b4fc-b2d33370e42b>
- You can use slides 22, 23, and 37.
- i. Slide 42 also have a mano and metate pictured in the context of a community.

Debrief:

- "Today, we worked like archeologists to uncover the story of artifacts. What did we do?" Have students list the steps/process.
- "Why did we study this artifact?" Make sure students understand that ancient peoples, including people in the Grand Valley, used these tools to make food.
- Today we talked about how archaeologists use clues to uncover the stories that the land holds for us, and we just learned that the artifacts we investigated came from places that people are welcome to explore and learn from on their own in public land. Our public lands are like museums, but these living museums don't have the glass cases like many museums do that protect artifacts.
 1. Explain to students that when the clues get out of order or moved, it's really hard for archaeologists to figure out how or why an artifact was used. That is why it is so important to

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| <p>be extra careful when you're in an area that might have some of these clues or artifacts around.</p> <ol style="list-style-type: none"> 2. Did you know that there are thousands of archaeological sites all over western Colorado? 3. What do you think are the risks or dangers of having these special artifacts scattered across open land? (vandalism, theft, crushing breaking, moving things) 4. What are some of the ways we can help preserve these artifacts that are out there? (tread lightly, leave no trace, respect sacred places) <ul style="list-style-type: none"> • Final reflection: "Think about how scientists keep records of their work. How might archeologists keep records of their work? Create a record of your thinking today." Students will record their observations and the story, including a labeled diagram of the mano and metate. • Grind the dried corn with the mano and metate. Remember to pound the corn first before beginning to grind it! | |
| <p>Resource Links:</p> <ul style="list-style-type: none"> • Primary source observation tool • Reflection tool • PowerPoint/video (put in focus timestamp) https://www.youtube.com/watch?v=2PP86129E8M • For more information, visit • https://www.crowcanyon.org/EducationProducts/ueblo_history_kids/archaic_artifacts.asp | <p>Speaking & Listening Connections:</p> <ul style="list-style-type: none"> • Sentence stems • Checklist for student listening |
| <p>Extension:</p> <ul style="list-style-type: none"> • Students could bring in the artifacts from their neighborhood and repeat the process. • Repeat the process using the throwing stick game. | <p>Teacher Notes:</p> <ul style="list-style-type: none"> • This learning event doesn't necessarily have to be taught as a stand-alone lesson. It could be part of a series of lessons on close reading, collaborative discussions, or as an extension/transfer of the work within the scientific process. • We encourage you to let students use the mano and matate using amaranth or other dried grains. We ask you to refrain from using corn, however. The Ute view corn as a sacred plant and have requested for it not to be used in demonstrations. This could lead to a discussion on cultural sensitivity and respecting other's beliefs. |