

The Ancient Ones Museum Kit – Atlatl, Clovis and Folsom Spear Point Artifacts
4rd Grade



<p>Grade Level: 4 Projectile Point Investigation</p>	<p>Learning Event 5: Atlatl, Clovis and Folsom spear point artifacts- Thinking About Artifacts Like Social Scientists</p>
<p>Learning Objective/Target: As an archeologist, I can infer what an artifact was used for by examining it and putting the clues together.</p>	<p>Essential Questions:</p> <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”? • How do I use my background knowledge to build new understandings?
<p>Materials/Resources:</p> <ul style="list-style-type: none"> • Atlatl, Clovis, and Folsom Spear Point Artifacts • Photos of Atlatls, Clovis, and Folsom Spear Points • Primary Source Tool • Britannica: Paleo-Indians • Slides 7, 14, 19 	<p>Assessment Options:</p> <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"> • Photos • Copy of Primary Source Tool for each student <p><i>Background BLM Message: 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)</i></p> <ul style="list-style-type: none"> • <i>Discuss with students things that they do with their families in public lands</i> • <i>Ask students who they think these lands belong to (chart brainstorm)</i> • <i>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.</i> • <i>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.</i> • <i>(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, and outside if they were to discover them in their natural setting)</i> <ol style="list-style-type: none"> <i>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.</i> <i>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)</i> • <i>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.</i> 	

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Suggested Procedure:

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 3 groups. 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. Ensure that all kids get to 3 stations.
 - b. Second look: Students make notes about what they observe on their observation page.
 - c. Three groups have an opportunity to share their observations and update their notes on Primary Source Tool.
 - d. 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.) "What materials are used?" (Stone, wood, clay, leather, etc.)
 - ii. Students add to the observation part of the tool.
3. Using the Primary Source Tool, move to Reflection and Question sections to generate questions about the artifacts and reflect on "the story" of the artifacts.
 - a. "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).
 - b. "Based on your thinking as archeologists, what's the story?"
4. Reveal the story. Read article [Paleo-Indians](#) completely through. Reread more closely for details and annotate. Watch the video. You can use slides 7, 14, 19.

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 the artifact?" Make sure students understand that ancient peoples, including people in Colorado, used these tools to hunt.
- 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 be extra careful when you're in an area that might have some of these clues or artifacts around.
 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)
- 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 atlatl and spear points.

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<p>Resource Links:</p> <ul style="list-style-type: none"> • Primary source observation tool • Reflection tool • PowerPoint and video https://www.youtube.com/watch?v=2PP86I29E8M • Britannica article: Paleo-Indians 	<p>Speaking & Listening Connections:</p> <ul style="list-style-type: none"> • Sentence stems • Information writing/reading
<p>Extension:</p> <ul style="list-style-type: none"> • Flint Knapping: http://video.pbs.org/video/2330302437/ • Compare current situation of refugees to that of the Ancestral Puebloan fleeing the Four Corners area • Discuss how climate change may parallel that of the ancient peoples and their movement and adaptation • How does perspective change how an idea, event, or topic is understood 	<p>Teacher Notes:</p> <ul style="list-style-type: none"> • This just one small part of the puzzle of artifacts in the 'Ancient Ones' kit. The primary source analysis can be used with all the artifacts within the kit.