

The Ancient Ones Museum Kit – Thinking About Artifacts
3rd Grade



Grade Level: 3	Learning Event 3: Pottery Artifacts-Thinking About Artifacts Like Social Scientists (could be split into 2 days)
<p>Learning Objective/Target: As an archeologist, I can infer what artifacts were used for by examining them and putting the clues together.</p> <p>I can compare and contrast characteristics of artifacts to infer more about how and why they were used.</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"> • Pottery artifacts • Primary source observation tool and reflection page • Slide 37 from the PowerPoint • Pictures of pottery 	<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"> • Prepare groups (4 groups) • Pottery artifacts • Copy of observation tool for each student • Chart paper and Post-its <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) Discuss with students things that they do with their families in public lands</i></p> <ol style="list-style-type: none"> 1. Ask students who they think these lands belong to (chart brainstorm) 2. 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. 3. 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. <ol style="list-style-type: none"> a. 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. b. 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) <p>Suggested Procedure:</p> <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> a. This video was introduced in second grade, but it may be helpful to view again. 	

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- b. Discuss how archeologists handle artifacts with care and respect.
2. Divide into 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 artifact.
 - b. Rotate so that all students observe all artifacts.
3. Each group will have one of the artifacts to study more closely.
 - a. Second look: Students make notes about what they observe on their observation page.
 - b. Groups have an opportunity to share their observations.
 - c. 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, pattern, etc.) "What do you feel?" (Texture, weight, temperature, etc.)
 - ii. Be sure that students notice the shape, the decoration (inside/outside of the piece), texture, color (effect of heat on the color).
 1. See [additional handout](#) explaining possible theories regarding texture, color, decoration, etc.
 - iii. Students can add to the observation part of the tool.
4. Students will move to the Reflection and Question section of the tool, generating questions about the artifacts and reflect on "the story" (what could the artifact be used for?) of the artifact.
5. Teams will share their artifact and their thinking (characteristics, use, etc.). Chart students' thinking about each artifact. Show [pictures](#) from pages 1-2 to provide students with additional scaffolding if needed.
6. Give teams time to revise their thinking based on what they saw and heard from other teams. Encourage teams to compare and contrast their artifact with the others to grow new ideas. Discuss new ideas.
7. Reveal the story of the artifacts. Use the information from the kit and the pictures to share the possible story.

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 these artifacts?" Make sure students understand that ancient people, including people in the Grand Valley, used these tools.
- 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 detailed diagram.

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Resource Links: <ul style="list-style-type: none">• Primary source observation tool• Reflection tool• Pictures of pottery• Handout about pottery	Speaking & Listening Connections: <ul style="list-style-type: none">• Sentence stems• Checklist for student listening
Extension: <ul style="list-style-type: none">• Make coiled pots using the Ancestral Puebloan process.• Repeat the process using other artifacts.	Teacher Notes: <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 with the scientific process.