

> > > LESSONS AND ACTIVITIES

LESSON OVERVIEW:

Students will discuss the importance of artifacts and the stories they contain. Students will also bring in personal artifacts and share with their classmates. Finally, students will interview a family member about an artifact and create a written/artistic representation on a “quilt piece.” This post-visit activity is a part of the Family Culture Project.

STANDARDS:

- Students write clear and coherent sentences and paragraphs that develop a central idea.
(*California Content Standards for English-Language Arts, Grades 3-4, Writing Standard 1.0*)
- Students write clear, coherent, and focused essays. Essays contain formal introductions, supporting evidence, and conclusions.
(*California Content Standards for English-Language Arts, Grades 5-6, Writing Standard 1.0*)
- Students write compositions that describe and explain familiar objects, events, and experiences.
(*California Content Standards for English-Language Arts, Grades 3-4, Writing Standard 2.0*)
- Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre.
(*California Content Standards for English-Language Arts, Grades 5-6, Writing Standard 2.0*)
- Students listen critically and respond appropriately to oral communication.
(*California Content Standards for English-Language Arts, Grades 3-4, Listening and Speaking Standard 1.0*)
- Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience.
(*California Content Standards for English-Language Arts, Grades 5-6, Listening and Speaking Standard 1.0*)
- Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.
(*California Content Standards for History-Social Science, Grade 3, Standard 3.3*)

ASSESSMENT:

- Students discuss the importance of artifacts and the stories they contain.
- Students bring in personal artifacts and share with their classmates.
- Students interview a family member about an artifact and create a written/artistic representation on a “quilt piece.”

INSTRUCTIONAL ACTIVITIES AND STRATEGIES:

1. Read a book that discusses artifacts and memories/stories that the artifact holds within.
2. Discuss the importance of artifacts and what they can teach someone about a time period, religion, family belief, and/or history.
3. Show examples of artifacts, either connected to a history lesson or a personal item brought in by the teacher. Discuss what we learn from the artifact and the story that it carries.
4. Have students brainstorm, in groups, what types of artifacts they personally have that represent who they are or tell a story about them.
5. Assign the students to bring in a personal artifact to share with the class tomorrow.
6. As preparation for sharing the students' artifacts, have each student answer the following questions on a separate sheet of paper: Who gave them the artifact, What is it, Where did they receive it, When did they get it, Why is it important to them?
7. Sit in a circle and using the previous prompts, have the students share their artifacts with the whole class.
8. After everyone has shared his/her artifact, give each student an "Artifact Research" handout. Explain the procedures and assign.
9. The following day, check that all students have brought in the *Artifact Research worksheet*.
10. Students will write a paragraph about and create an artistic representation of the artifact, each on a separate "quilt piece"

TIME ELEMENT:

One day for story and brainstorm
One day for sharing artifacts with classmates
One day for written/artistic representation

MATERIALS/RESOURCES:

- Book about artifacts holding meaning. A few example:
 - *Aunt Flossie's Hats (and Crab Cakes Later)* by James Ransome
 - *Wilfrid Gordon McDonald Partridge* by Mem Fox
- *Artifact Research worksheet*
- Teacher's artifact
- 2 "quilt pieces"



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ARTIFACT RESEARCH

An artifact is a man-made object that is old (historical) and represents a family, culture, or tradition. Your job is to find an artifact that has been passed down from an older generation or something that represents your culture and family.

Ask a relative to show you an artifact that they own. Find out the answers to the following questions:

1. What is the artifact? _____

2. Where does it come from? _____

3. Where did your relative get it? _____

4. Why is it special to your relative? _____

5. What is the story behind the artifact? _____

6. How does the artifact represent your family? _____

Now draw a quick sketch of the artifact on the back of this worksheet, so that you will remember what it looks like.

In class, you will write a paragraph about the artifact and draw a detailed picture of it.