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The following lessons were created by **Ruth Wallin**, a teacher participating in the National Endowment for the Humanities Summer Institute for Teachers entitled Touch the Past: Archaeology of the Upper Mississippi River Region.

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Using Information of Oregon's Geographic Regions to Classify Native American Artifacts

Grade Level: 4-8

Subject: Social Studies, Language Arts

Objectives

- Students will make inferences about which regional group of Native Americans created and used an artifact by using evidence found in the picture, and the written description, and by referring to their notes and an informational chart to support their conclusion.
- Students will work cooperatively with a group to discuss and come to consensus.
- Students will rate how certain they are about the origin of the artifact and develop further questions.

Standards

Oregon Standards

- 4.1. Identify and describe historic Native American Indian groups that lived in Oregon prior to contact with Europeans and at the time of early European exploration, including ways these groups adapted to and interacted with the physical environment.
- 4.7. Use primary and secondary sources to create or describe a narrative about events in Oregon history.
- 4.9. Explain the influence of Oregon and the Northwest's physical systems on humans, including Native Americans.

COMMON CORE STATE STANDARDS for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects – GRADE 4

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Duration: 3 class periods

Materials: Ten artifact pictures with written descriptions, artifact analysis worksheet, region labels, region information sheets, vocabulary, assessment

Vocabulary:

Artifact, context, primary source, secondary source

Background:

This lesson is intended to be done after students have studied the geographical regions of Oregon (coast, plateau, great basin). Students will have taken notes from their textbook and will use the information about land features, climate, flora and fauna to make inferences in this lesson. For reference in this lesson, students will get abbreviated information in a chart about each region.

Day 1:

Setting the Stage:

Model making inferences about an artifact by having a picture of a desert and asking kids if a wooden pencil could have originally come from there. Model using a sentence frame to write about evidence.

I think that the _____ **could (not)** have come from a people who lived in the _____ because _____.

Procedure:

1. Put the kids in groups of 3 or 4. Have them get out their notes about the geography and climate of the plateau, coast, and Great Basin regions of Oregon. Pass out the information charts on each region as supplements. Explain that they will use their notes and other information to make inferences about the origins of artifacts made by native peoples in the various regions.

2. Demonstrate with one of the harder artifacts. Model looking at the information on the charts about the environments to make inferences. As a class, discuss whether you can be sure that the artifact is from a certain area. Have them decide on how sure they can be:

1= too hard to tell through 5= positive.

This is a good time to talk about context and how it is hard for anthropologists and archaeologists to be sure about objects without knowing exactly where they were found.

Introduce the vocabulary as you model. Put the words up for students to reference during the project. Model filling out the Artifact Analysis Sheet

3. Have the teams cut out the labels of the regions and lay them out. They choose one artifact to do together. They should come to an agreement as to which region they think the artifact should be placed.

4. The remaining 8 artifacts should be divided so that each team member gets two artifacts to analyze. Pass out the Artifact Analysis Sheet (double sided). Students will look at one artifact at a time, read the description, and pick out facts that lead them to making an inference about the origins of the artifact. Then they place the artifact in the correct pile.

Day 2:

Groups should go through their piles. The student responsible for the artifact will present the evidence to the group and write down any comments that the group had on the lower half of the chart. The group decides whether they should keep the artifact in the original place or move it to a different region. Remind kids that there could be evidence that the artifact belongs to more than one group but they should decide on one place for the artifact. This is a good chance to practice compromise skills.

Day 3:

Closure: After two class sessions, the groups come together to discuss the artifacts that they were sure about and the questions they had formulated to find out more information about the ones they didn't know. If time, some of these questions can be researched. They should discuss the objects that could be from more than one group like the arrowheads. This is a good place to discuss the importance of noting where artifacts are found (context).

Reveal where the artifacts are from and post the artifact pictures in a large chart.

Evaluation: Have the kids take the assessment.

Links/Extension:

This project can be linked to a lesson where students read Native American legends and make inferences about the tribe and region. (Keepers Series by Caduto and Bruchac)

Engineering Design extension: Using the information about the Oregon regions, give kids materials found in each environment and have them build a model or design a model of a possible shelter.

References:

If you want to use real artifacts, you can reserve travelling trunks for each tribe.

Travelling Trunk Program for rent:

<http://www.ohs.org/education/traveling-trunk-program.cfm> (Paiute)

<http://history.idaho.gov/traveling-trunks-exhibits> (Nez Perce)

<http://www.nps.gov/lewi/forteachers/clatsoptrunk.htm> (Chinook)

Artifact Analysis Sheet

Name:

Date:

Team Names:

Artifact	Region	How sure are you? (1-5)	Evidence supporting your guess	Further questions you have
Team Comments				

Artifact	Region	How sure are you? (1-5)	Evidence supporting your guess	Further questions you have
Team Comments				

Cut out these labels and lay them out so that your team can put artifacts in groups. After your team has organized your artifacts, go through them together and use your evidence to discuss if you agree on where they are placed. If time, you can sort them by how sure you are.

Coastal Region Tribe

Columbia Plateau Tribe

Great Basin Tribe

Too hard to tell