



Mississippi Valley Archaeology Center
1725 State Street
La Crosse, Wisconsin 54601
Phone: 608-785-6473
Web site: <http://www.uwlax.edu/mvac/>

This lesson was created by a teacher participating in a Wisconsin ESEA Improving Teacher Quality grant entitled Inquiry Based Technology-Mediated Teacher Professional Development and Application.

- Title: Pieces of an Artifact
- Submitted by: Carol Valenta
- Grade Level: 6, 7, 8
- Subjects: Social Studies, Art
- Objectives: When an archaeologist finds only part of an artifact, how does this affect the interpretation of that artifact?
- Duration: One class (53 minutes)
- Materials/Supplies: Piece for each group cut from a drawing of an artifact, drawing paper
- Vocabulary: Review: artifact
- Background: We need a basic understanding of what an artifact is, and that often the whole artifact is not found, but only pieces. This influences the interpretation of the artifact.
- Setting the Stage: Students have had a previous lesson on what an artifact is, and how they are used to learn about a civilization.
- Procedure: Students are divided into six groups. Each group is given the same piece of a drawing of an artifact. (They have only 1/6th) Each group is to make a drawing of what they think the entire artifact looks like, and what it is. These drawings are collected. Now, give each group a 2nd piece of the "puzzle." Each group now has 2 pieces of the artifact. Again, they try to determine what the artifact is and make a drawing of what they think the entire artifact will look like. These drawings are now collected. Each group is given a 3rd piece of the "puzzle." They again try to determine what the artifact is and draw what they think the final artifact will look like. These drawings are then collected. Drawings from each of the first six groups are shown and discussed. The second set of drawings is then

shown and discussed. The third set of drawings is shown and discussed. Finally, the pieces will all be put together up on the board so the class can see the entire artifact.

- Closure: Discussion - Which drawings are the most accurate? What are some problems you had trying to figure out what the artifact was? Relate this to the problems that archaeologists have in working with artifacts.
- Evaluation: Assessing if the students understand the discussion by having them write a summary of what was discussed in their notebooks.
- Links/Extension: Each time we begin studying a new civilization give the students pictures of artifacts from that civilization and have them use these to make observations and predictions about the civilization.
- References: Used the following for ideas:
Blattner, Don. World Civilizations and Cultures, Mark Twain Media, Inc., Distributed by Carson-Dellosa Publishing Company, Inc., Printed in the United States of America, 2000.

Rubric: Compare/Contrast Essay for the Oneota Indians and the Aztecs

	Poor	Fair	Good	Superior
Discussion of the Oneota civilization	Discussion is extremely superficial and limited. Student neglects to refer to or discuss supporting evidence. 20-21	Limited discussion of the Oneota Tribe. Student includes relevant information and gives some evidence to support statements. 22-23	Good discussion of the Oneota Tribe. Important details are identified and evidence is given to support statements. 24-25	Thorough, intelligent discussion of the Oneotas that gives numerous statements of evidence to support statements. 26-28
Discussion of the Aztec Civilization	Discussion is extremely superficial and limited. Student neglects to refer to or discuss supporting evidence. 20-21	Limited discussion of the Aztecs. Student includes relevant information and gives some evidence to support statements. 22-23	Good discussion of the Aztecs. Important details are identified and evidence is given to support statements. 24-25	Thorough, intelligent discussion of the Aztecs that gives numerous statements of evidence to support statements. 26-28
Analysis and Conclusion	Student identifies few similarities and differences between the two groups, fails to support his or her opinion with evidence, or makes incorrect use of evidence. 20-21	Student identifies similarities and differences between the two groups, but makes limited use of evidence to support his or her view. 22-23	Student discusses similarities and differences between the two groups and develops his or her reasoning through good choice and discussion of relevant details. 24-25	Student thoroughly discusses similarities and differences between the two groups, thoroughly developing his or her reasoning through extensive discussion of relevant details. 26-28
Structure and Organization	Essay structure is absent or severely lacking. There may be no clear introduction or conclusion, or the body of the essay may lack the organizational structure of paragraphs. 4-5	Errors in essay structure: the introduction may fail to set forth the purpose of the essay, the body may be composed of one long paragraph, a conclusion may be absent or fail to summarize the student's work. 6	Essay structure is followed, with an introduction setting forth the purpose of the essay, a body that develops the student's discussion in paragraphs, and a concluding paragraph. 9	Essay structure demonstrates evidence of thoughtful planning and organization. The introduction clearly sets forth the purpose of the essay. The body is composed of well-organized paragraphs. The conclusion strengthens the student's presentation. 10
Mechanics: spelling, punctuation, grammar	Student makes extensive errors in spelling, grammar, and punctuation throughout the essay. 1	Errors in spelling, grammar, and punctuation interfere with written expression. 3	Student makes some errors in spelling, grammar, or punctuation. 4	There are few, if any, errors in spelling, grammar, and punctuation. 5
Total	65+	75+	85+	93+