

Name that Artifact!

By Matt Daniel from Pitt County Schools
for the 2021-2022 World View Global Fellows Program

Overview of Lesson: In groups of 3-5, students will analyze models of 3-D artifacts using the UNC Research Laboratories of Archaeology's [Ancient North Carolinians website](#). During analysis, students will make observations of their artifact--describing its characteristics, and using those descriptions to make predictions about what the artifact may have been used for. Students will share their predictions with the teacher, learn more about their particular artifact through a reading passage, and will record their findings in a slideshow to be shared with their classmates.

About the Project: American Indians lived in the area we now call North Carolina for at least 15,000 years. Archaeologists study the remnants of their communities to learn who these people were and how they lived and prospered for thousands of years. The lesson presented below was developed as part of the 2021-2022 UNC World View Fellows Program, [Exploring Indigenous Cultures: Ancient North Carolinians, Past and Present](#). It is one in a series of lessons that the Fellows created for K-12 schools and community colleges to help students learn about the ancient peoples that lived here and those who represent today's vibrant American Indian populations. Lessons connect past to present day by exploring multiple resources within the [Ancient North Carolinians: A Virtual Museum of North Carolina Archaeology website](#) to examine how communities changed over time and what influenced these changes. Understanding past Indigenous lifeways—their complexity, resiliency, and vitality—allows for a greater appreciation of the contributions American Indians made to the past and continue to make to the present and future of North Carolina.

Suggested Grade Levels: 5th grade and higher

Subjects: Social Studies and English/Language Arts

Corresponding National and State of North Carolina Standards:

5.H.1 - Understand the role of various people, events, and ideas in shaping the United States.

5.H.1.1 - Explain how the experiences and achievements of women, minorities, Indigenous groups, and marginalized people have contributed to change and innovation in the United States.

RI.5.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.7 - Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question or to solve a problem efficiently.

W.5.2 - Students complete explanatory/informational writing to communicate information.

Essential Questions:

- What stone tools or objects did Indigenous people use in daily life?
- How did the physical environment in a particular location affect Indigenous lifeways?
- How did the arrival of Europeans affect the tools used by Indigenous people and the way in which the economy operated?

Lesson Objectives:

- Students will be able to identify various artifacts used by Indigenous people.
- Students will be able to describe the process and/or methods Indigenous people used to make stone tools, pottery, clothing, and other essential items for daily living.
- Students will be able to describe the purpose of stone tools and other artifacts used by Indigenous peoples.
- Students will be able to describe the effect European arrival had on the use of tools and the economy.

Background information for the educator: Students will navigate various 3-D models of artifacts using the [3-D Gallery](#) on the Ancient North Carolinians website. **A Google Site has been created** which houses the particular artifacts to be analyzed during this lesson. The website is linked [here](#).

Discussion Questions:

- What sorts of tools or items would be necessary for survival during the time Indigenous people lived in Ancient North Carolina?
- How might these particular items have been made?
- Where might the resources to make these items have been found?
- When Europeans arrived in the New World, do you think this changed the way tools were used and/or changed the types of tools used?

Student Activities:

Step 1: Teacher should engage class in discussion questions above. These questions can be discussed as an entire group OR students may discuss with a partner/small group.

Step 2: Teacher should put students into 8 groups (one group for each artifact). From there, one student in each group should have access to a device with internet connection.

Step 3: The teacher will share the website for artifact viewing using this [link](#). For this specific lesson plan, the artifacts are as follows: *Engraved Shell Gorget, Stone Bowl, Grooved Axe, Kirk Serrated Spear Point, Clovis Lanceolate Spear Point, Pee Dee Complicated Stamped Jar, Brass Kettle, and Iron Axe*. Each group should be exploring a different artifact!

Step 4: Students should engage in discussion with their groups--making predictions about their particular artifact. If you would prefer, students can write their answers to the discussion questions using this [Artifact Prediction Graphic Organizer](#). Possible discussion questions for this portion of the lesson include...

- What does your artifact appear to be made out of?
- What are some special features of your artifact?
- What is its size?
- Does it appear similar to a commonly-used, modern-day item?

Step 5: Once students have discussed their predictions OR written them on the graphic organizer, they can raise their hand and share them with the teacher. From there, the teacher will reveal the identity of their artifact. Using this compiled list of [Artifact Information Cards](#), the teacher will give the group the artifact information card that matches the artifact they were assigned.

Step 6: With their fellow group members, students will construct ONE Google Slide in the form of a Frayer model to further explain their particular artifact. The slides have been put together into one slideshow, which allows students to explore and gather information from the other artifacts their classmates have learned about. The link for the slideshow can be found [here](#). It should automatically force the teacher to make a copy of the slideshow! The templates of the slides cannot be altered, which should help students easily record information on the slideshow. A PowerPoint version of the slide deck is available [here](#).

Literacy/Text Connections:

- The [Artifact Information Cards](#) provide students an opportunity to learn more about their assigned artifact and to identify certain information to include in their slideshows.
- The [Artifact Prediction Graphic Organizer](#) allows students to make logical inferences, use background knowledge, and formulate predictions through writing.

Learning Extensions:

- Pick a different artifact (either from another group or another artifact in the 3-D gallery of the [Ancient North Carolinians website](#)) and complete the same process.
- Using your graphic organizer, write an informational article about your artifact.
- Using all the artifacts from the slideshow, print photographs of the artifacts and create a timeline from Paleoindian Period to the Historic Period (refer to [Ancient North Carolinians website](#)). Plot the artifacts on the correct time period within the timeline and evaluate the ways tools evolved over time.
- Students can learn about contemporary American Indian tribes in North Carolina through links on this [page](#) on the Ancient North Carolinians website.

Explore Further:

- In a few weeks, introduce new artifacts made and/or used after European contact and colonization. Compare and contrast the artifacts and discuss how they evolved/changed.

Materials:

- [Name That Artifact Google Site](#)
- [Artifact Prediction Graphic Organizer](#)
- [Artifact Information Cards](#)
- [Name That Artifact Student Slideshow \(PowerPoint version here\)](#)

Bibliography:

University of North Carolina at Chapel Hill. (n.d.). *Home*. Ancient North Carolinians. Retrieved November 4, 2021, from <https://ancientnc.web.unc.edu/>.

Dickens, R. S., McKinley, J. L., Chapman, J. H., & Ferguson, L. G. (1979). *Frontiers in the soil: The Archaeology of Georgia*. Frontier Publishing Co.

This lesson plan was created by Matt Daniel of Pitt County Schools as part of the 2021-2022 UNC World View Global Fellows Program. For more information about the program, please visit <http://worldview.unc.edu/>.