

Artifiction/Artifact Fun Teacher Guide

Objective: Students will use critical thinking skills to deduce what an object is, how it is used, where it came from, etc. They will use this information in language arts assignments and to create labels for artifacts. (*See TEKS below*)

Time: One to four class periods depending on which activity is presented.

Materials needed:

- Powerpoint (Elementary Artifiction)
- Artifiction worksheet 2.0-2-5 (Print 2 for each student)
- Museum-Artifiction FT worksheet
- My own artifact worksheet
- Pencil
- Paper

Procedure:

2-5 grades:

1. Teacher needs to look over the things in the trunk. Complete the checklist as soon as you open it, sign it, and date it.
2. The teacher presents the Powerpoint.
3. After the Powerpoint, the students are grouped and given an artifact from the trunk (*Use **Artifact worksheet 2.0-2-5***). They will complete the practice sheet as a group. Each group will then present their artifact to the class and tell what their group came up with. The teacher will use the artifact guide to add information after the group is done. This continues until each group has gone.
4. The next activity students will create an artifact label from one of the photos in the trunk. These are images of items currently on display at the Hall of Fame. Students need to make observations about the items in the picture and then on their own fill out the **Museum-Artifiction FT worksheet**. *NOTE: We would love to see what the students said about these photographed artifacts. If we like their interesting perspective on these items, we would like to use them in our display to engage museum visitors. Please bring a copy or the originals to us when you return the trunk. If we select a student's remarks, we will contact you.*

5. The next activity involves the group using one piece of paper and writing a round robin story about the different artifacts from the trunk or one artifact of the photos. Students will need a piece of paper and a pencil. Each student will begin a story on the artifact; it can be as realistic or fictional as they want; and after a set amount of time (*5 minutes works well*), the students will pass their papers to the left one time and continue the story they now have in front of them. This continues until all the papers have made their way back to the original writer; they are then given 5 minutes to end the stories. The group members should then share these in their own groups.
6. The next activity involves each child bringing his/her own artifact from home to class. They will create a label for the artifact using the **My own artifacts worksheet**. Each student could share his/her artifact with the class. After sharing the students should use their own paper and pen or pencil to write a letter to the teacher about their own artifact.

TEKS

	Art	ELA	Social Studies	Science	Math
Kindergarten		K.1A, D K.5A K.6A, C, E K.12A	K.2B K.14B K.15A		
1 st		1.1A, D 1.7A, C, E 1.12A 1.13C	1.2C 1.17 B, C 1.18		
2 nd		2.1A, D 2.7A, B, D 2.11B, C	2.4C 2.18B, D		
3 rd		3.1A, D 3.7A, B, D 3.11B, C	3.1B 3.3A, C 3.15 3.18		
4 th		4.1A, D 4.7A, B, D 4.11B, C	4.5 4.21 4.22		
5 th		5.1A, D 5.7A, B, D 5.11B, C	5.9A 5.24A		