

# 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 create labels for artifacts. (*See TEKS below*)

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

**Materials Needed:**

- Powerpoint (Arifiction)
- Artifiction worksheet 2.0
- Museum-Artifiction FT worksheet
- Pencil
- Paper

**Procedure:**

**6-9 grades:**

Teacher needs to look over the things in the trunk. Complete the checklist as soon as you open it, sign it, and date it.

**First Activity**

- A. Teacher would present the Powerpoint, stopping at the prompt for activity, and discuss with class.
- Students will be grouped up and each group is assigned an artifact. The groups complete the artifact practice sheet in their groups, talking it out and examining the pieces. The students are given time to present their artifacts to other groups and tell what they thought it was and answer the other questions on the sheet. After the group presents, the teacher should add any information in the guide book so the students know any history or additional knowledge about the items.

The following activities, B, C, or D, can be done in whatever order, as time allows, one of them or all of them it's up to you!

- B. The students will create an artifact label from one of the photos in the trunk. These are images are 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.*

- C. This activity involves the group using one piece of paper and writing a round robin story about the about 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.
- D. The students will get their own paper and pen or pencil and begin the next part of the assignment. The students will write original compositions based upon the artifacts. The students should understand that the compositions should look beyond what the item is and write from different points of view. This would be a good time to look at the rest of the Powerpoint and after seeing the examples in the Powerpoint students should understand. This assignment can go as far as the teacher would like. Students could take their rough drafts and use editing techniques to bring their writing to a complete finished piece or just write to write in class. If pieces are to be finished, a good activity to follow up with is to share them in class.

TEKS: Second-Fifth grades TEKS focuses are in the following areas:  
Reading: 1(listening/speaking/purposes), 4 (listening, speaking/communication), 8 (reading/vocabulary development), 14 (writing/purposes), 15 (writing/penmanship/capitalization/punctuation), 16 (writing/spelling), 17 (writing/grammar/usage), 18 (writing/writing processes), 19 (writing/evaluation)  
Social Studies:

2<sup>nd</sup> grade-9 (economics), 17 (social studies skills-critical thinking), 18 (social studies skills-communication)  
3<sup>rd</sup> grade-6 (economics), 16 (social studies skills-critical thinking), 17(social studies skills-communication)  
4<sup>th</sup> grade-9 (geography), 13 (economics-activities), 22( social studies skills-critical thinking), 23 (social studies skills-communication)  
5<sup>th</sup> grade-4(history-economic), 14 (economics-activities), 25 (social studies skills-critical thinking), 26 (social studies skills-communication)