

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

Procedure:

Grades 6-9:

1. Teacher needs to look over the things in the trunk. Complete the checklist, sign and date it.
2. Teacher would present the Powerpoint, stopping at the prompt for activity, and discuss with class.
3. Students will be grouped; 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.
4. In 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 filling 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.*

- After all of the groups have presented, 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; 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 finished piece or just write to brainstorm in class. If pieces are to be finished, a good activity to follow up with is to share them in class.

TEKS

	Art	ELA	Social Studies	Science	Math
6 th		6.1A, B and D 6.11A 6.12A and D	6.19A and B		
7 th		7.1A and B 7.11A 7.12A and D	7.20A and B		
8 th		8.1A 8.11A 8.12A and D	8.29A and B		
9 th – 12 th		PWS.1A-E	STSS.1A STSS.3A, 3F		