

Strategy #12

Artifact Box

Part 1

This assignment could be given at the beginning of the unit or as a summary of several units.

The student or students, in pairs or small groups, put together an artifact box holding a number of artifacts that represent the historical person's (professional) life.

Students might choose "their" historical person or the person might be assigned. The student (s) will present his/her(or the groups) person in the first person. It could also be a soldier from World War 1 or 11 --- or another person representative of a group.

The teacher, in consultation with students, will identify how many articles the Artifact Box should hold. For instance, if a student was "becoming" the explorer, Simon Fraser, he/she might have

- A picture of the Historic Marker in front of Fraser's birthplace home in Mapletown, NY,
- A map made by Fraser.
- A letter he had written.
- The charter papers of the North West Company,

The idea is to give a picture of the character, when and where he/she lived, as well as how that person influenced history. The artifacts should be collected in a creative box related to the person's life.

Most of the artifacts will be replicas made by the student; others may be "found" artifacts. This must be decided at the beginning of the project.

Part 2

The student (s) will write a short explanation about each artifact and attach it to the artifact explaining the connection, what it represents, to his/her life. The students will write and speak in the first person. "This is a ----- . It is important to me because ---".

Part 3

The student or pairs will give a small “talk” to the class using the Artifact Box and showing the items from it. Some of the explanations might be read to the class; others would be shown and discussed.

Assessment:

Before students begin to work on the Artifact Box, the criteria must be identified.

How many artifacts? How many will be made and how many will be “found”.

How long each explanation should be? What is important to have in the explanation (how the artifact is important to the “person” and/or how it is important to the history (changes, development, new ideas) of Canada.

Will the Artifact Box itself be assessed? (How it relates to the historical character –to changes in Canada ----)

Option: A teacher might make the Artifact Box him/herself and discuss the artifacts as if he/she were the historical person.