# 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.**