

Name: \_\_\_\_\_

Date: \_\_\_\_\_



## Artifact Adventure

**Pick an artifact. Where in the museum is the artifact?**

Section: \_\_\_\_\_

### Describe the artifact

Type of material artifact made from:

\_\_\_ Metal \_\_\_ Wood \_\_\_ Stone \_\_\_ Leather  
\_\_\_ Cotton \_\_\_ Paper \_\_\_ Plastic \_\_\_ Other: \_\_\_\_\_

How the artifact looks and feels:  
*(shape, color, texture, size, weight, moveable parts, written words on it)*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Sketch the artifact or take a photograph to add later**

Large rounded rectangular area for sketching or photographing the artifact.

### Uses of the artifact

What might it have been used for? \_\_\_\_\_  
\_\_\_\_\_

Where might it have been used? \_\_\_\_\_  
\_\_\_\_\_

Who might have used it? \_\_\_\_\_  
\_\_\_\_\_

When might it have been used? \_\_\_\_\_  
\_\_\_\_\_

### What does the artifact tell us?

What does the artifact tell us about the culture it was used in? \_\_\_\_\_  
\_\_\_\_\_

What does the artifact tell us about the owner or the maker? \_\_\_\_\_  
\_\_\_\_\_

Is there a similar item used today? \_\_\_\_\_  
\_\_\_\_\_



# Artifact Adventure (Teacher Instruction Sheet)

*Artifacts are sensory representations of history. By engaging directly with tools, documents, photographs, works of art, music, clothing, and other objects, students are able to put in context what they have learned in the classroom.*

**Artifact (noun):** An object made by a human being that generally has archaeological or cultural importance.

**Analyze (verb):** To examine something in detail in order to understand it better.

**Before Your Field Trip:** Choose one of the following options, or create your own activity. Print copies of the Artifact Adventure activity sheet. Students may work individually, with a partner, or as a group to complete the activities. Students may not be able to find all of the answers on the activity using just the information in the museum; this creates an excellent opportunity for students to research their artifacts once they return to the classroom.

	At the Museum	In the Classroom
Option A	<p>Assign a topic to the class or a topic to each group/individual. Examples:</p> <ul style="list-style-type: none"> <li>• A specific time period</li> <li>• Transportation</li> <li>• Daily life</li> <li>• Inventions/innovations</li> <li>• Art</li> <li>• Change over time (similar artifacts-one from an earlier time and one from a later time)</li> </ul> <p>Students explore the museum, choose an artifact appropriate for the assigned category, draw or photograph the artifact, and analyze the artifact using the Artifact Adventure activity sheet.</p>	<p>Students research the artifacts they chose, and present the information to the class. If they took photographs, they could create a digital presentation (using PowerPoint, Educreations, Animoto, etc.) to share their artifacts with the class.</p>
Option B	<p>Students explore the museum, and choose an artifact they would like to display in a museum created by the class. Students then draw or photograph the artifact, and analyze it using the Artifact Adventure activity sheet.</p>	<p>Students create representations of the artifacts they chose (drawings, paintings, photographs, or actual student-created replicas). Students research their artifacts and create museum text panels using information gathered on the activity sheet. Students can then host a class exhibit and displays their museum panel and artifact representations.</p>
Option C	<p>Assign each student a letter of the alphabet. As students explore the museum, they choose an artifact beginning with their assigned letters. They will then draw or photograph the artifact and analyze it using the Artifact Adventure activity sheet.</p>	<p>Students sketch their chosen artifacts or use the photographs taken at the museum, and then add a brief description of the artifacts. Students combine their pages to make an ABC book about their trip to the Bullock Museum.</p>