Lesson Plan

**Class:** Seventh Grade

**Subject:** World History—Ancient Civilizations

**Topic:** Unit One—Investigating the Past: How are social scientists like detectives?

I. **Title of Lesson:** Learning from Artifacts and What Artifacts Tell Us

II. **Approximate Length of Time:** 1-2 days

III. **Instructional Objectives:** Students will be able to…

- define “artifact”
- list the aspects of daily life artifacts can explain
- infer characteristics of a culture based on artifacts
- support ideas with evidence
- work in a group
- synthesize ideas
- compare their inferences to facts

IV. **Common Goals:**

A. Thinking and Communicating
   1. Read information critically to develop understanding of concepts, topics and issues.
   2. Write clearly, factually, persuasively, and creatively in Standard English.
   4. Conduct research to interpret issues or solve complex problems using a variety of data and information sources.

V. **Connections to Massachusetts Frameworks:**

A. History and Geography
   1. Compare information shown on modern and historical maps of the same region. (G)
   4. Distinguish between primary and secondary sources and describe how each kind of source is used in interpreting history. (H)
   5. Identify multiple causes and effects when explaining historical events. (H)
   6. Describe ways of interpreting archaeological evidence from societies leaving no written records. (H)
VI. Connections to National Thematic Strands:
   A. Culture
   B. Time, Continuity, and Change
   C. People, Places, and Environments
   D. Individual Development and Identity
   E. Individuals, Groups, and Institutions
   F. Science, Technology, and Society

VII. Connections to Common Core State Standards
   A. Writing Standards 6–12
      7.1 Write arguments to support claims with clear reasons and relevant evidence.
         a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
         b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
         c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
         d. Establish and maintain a formal style.
         e. Provide a concluding statement or section that follows from and supports the argument presented.

      7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
         a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
         b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
         c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
         d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
         e. Establish and maintain a formal style.
         f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

B. Speaking and Listening Standards 6–12
7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
   a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
   b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
   c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
   d. Acknowledge new information expressed by others and, when warranted, modify their own views.

7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

C. Language Standards 6–12
7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
   a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

D. Reading Standards for Literacy in History/Social Studies 6–12
7.8 Distinguish among fact, opinion, and reasoned judgment in a text.

7.9 Analyze the relationship between a primary and secondary source on the same topic.
VI. **Materials Needed to Implement Lesson:**
- notebooks
- artifact cards
- artifact analysis sheet
- SMARTBoard
- Deerfield PowerPoint
- yardsticks
- rulers

VII. **Teacher Preparation:**
- Make sure SMARTBoard is working
- Print and laminate artifact cards
- Copy handouts
- Double-check PowerPoint
- Double-check seating arrangements and groupings

VIII. **Procedures:**
1. Greet students
2. Start “To Do”
   a. Open your notebook your most recent notes.
   b. Write down the date.
   c. Copy the question in one colored pencil or marker (not red): What do artifacts tell us about daily life?
   d. Brainstorm your response in pen or pencil
3. Students will share with their tables
4. Come back together as a group, review ideas, and explain the activity
   a. We have been discussing primary sources and artifacts. (Ask for definitions of each)
   b. Today, each group will get a set of four artifact cards and each group member will get an analysis sheet. The analysis sheet will be glued into your notebook
   c. The cards have an image and just a little bit of information
   d. You also have a yardstick and ruler to extra visuals.
   e. With your group, you will discuss what you see, what you can infer (ask for definition) about the culture, and fill out your sheet
5. Hand out all materials
6. Review the analysis sheet and remind the students that, perhaps, not every square will be filled in
7. Begin the activity and circle the room, asking questions and checking in
8. Come back together and ask each group to generate a few sentences (in each individual notebook) describing the culture
9. Have each group report back
10. Ask what questions they have
11. Reveal the Deerfield PowerPoint and walk students through it
12. Have the students conclude by generating a paragraph about how close to (or how far from) facts their inferences were

IX. Assessment:
   • Students will be assessed on their class participation, analysis sheet, concluding paragraphs, and answering of all questions

X. Teacher Reflection: