Artifact Interview
Grades K-5

Time Needed: Two 45-minute class periods.

Materials:

- Artifact Definition Card + Summer Word Bank
- Summer Artifact Sort Activity
- Storytelling with Artifacts Activity
- Artifact Interview Activity

Objectives:

- Students can define a term using examples and non-examples.
- Students can write a story with a beginning, middle, and end.
- Students can answer questions about themselves and ask questions about their peers.

Related Core Curriculum Standards:

- Writing: K.3, K.8, 1.3, 1.8, 2.3, 2.8, 3.3a, 3.3c, 3.3d, 3.7, 4.3a, 4.3c, 4.3e, 4.7, 5.3a, 5.3c, 5.3d, 5.3e, 5.7
- Speaking and Listening: K.1, K.5, K.6, 1.1,1.5, 1.6, 2.1, 2.5, 2.6, 3.1, 3.3, 4.1, 5.1
- Language: K.4, K.5a, K.5c, K.6, 1.4, 1.5a, 1.5c, 1.6, 2.4, 2.5a, 2.6, 3.4, 3.5, 3.6, 4.4, 4.6, 5.4, 5.6

Essential Question(s):

- What is an artifact?
- How do artifacts tell stories?

Need support? Have a project to share?
Email edu@voiceofwitness.org directly and we'll be in touch!

VOICE OF WITNESS

Lesson 1

What is an artifact?

Overview
In this lesson, students will be able to define the term 'artifact' by providing examples and non-examples. Students will be able to tell a story based on an artifact of their choice. By the end of the lesson, students will be able to identify an artifact from their own lives that holds a story they would like to share with their classmates.

'Artifact' Definition (10 minutes)
This portion of the lesson requires the Artifact Definition Card. Print one copy for each student or table group, or project the card for the class. **Level 1:** Project the artifact definition card in front of the class and do a choral read of the definition, breaking the definition into smaller parts and explaining as necessary. Choose a few sample artifacts from the back of the card, explaining to students why each one might be considered an artifact. **Level 2:** Prompt the class to provide their own definition of the word 'artifact,' asking them to give examples of things that might be considered artifacts. Record students' comments on the board. Then, distribute the artifact definition card. Individually or with table groups, ask students to read the definition of 'artifact'. Discuss similarities and differences between the definition on the card and the definition students gave.
Artifact Sort Activity (15 minutes)
This portion of the lesson requires the Summer Artifact Sort Activity. Print one set for the class, or one set for each table group. Cut out each individual card (10 total per set). **Level 1:** One by one, show each artifact card to the class. Ask students to guess if each item is an artifact or not. If students are stuck, they can use the examples on the back of the artifact card to help them out. After each card, explain (or ask students to explain) why the item is or is not an artifact. **Level 2:** At table groups, have students sort the ten artifact cards into two piles: Artifacts and Not Artifacts. If students are stuck, they can use the examples on the back of the artifact card to help them out. After groups are finished sorting, go over correct answers, asking students to explain why the item is or is not an artifact.

My Artifact Story Activity (15 minutes)

This portion of the lesson requires the first page of the My Artifact Story Activity. Print one copy for each student.

Level 1: Prompt students to choose one of the artifacts from the previous activity (a jump rope, sunglasses, a photo, a movie ticket, a drawing, or a book) and draw that artifact in the designated box in the artifact story activity. Explain that students will be writing a story about the artifact that they chose–the story can be from real life, or make believe. Project the following sentence frame to help students write a story with a beginning, middle, and end. Encourage students to use words from the summer word bank!:

- *Once, there was a _____. This _____ was special because _____ _____. At first, _____. But then, _____ _____! In the end, everyone was _____ because _____ _____.*
- Summer word bank:

Sun	Play	Swim	Hot	School
Free	Park	Game	Ball	Lake
Tag	Ice Cream	Home	Friend	Outside

Level 2: Prompt students to choose one of the artifacts from the previous activity (a jump rope, sunglasses, a photo, a movie ticket, a drawing, or a book) and draw that artifact in the designated box in the artifact story activity. Explain that students will be writing a story about the artifact that they chose–the story can be from real life, or make believe. The story must have a main character and have a beginning, middle, and end. Encourage students to use imagery and descriptive details that remind them of summer!

Closing (5 minutes)

Project and review the homework assignment with your students. If necessary, help students generate possible ideas and select an artifact.

Homework: Choose one artifact from your summer break to bring to school and share with the class. Remember, your artifact should have a special meaning or a story that you want to tell about your summer break! Bring your artifact (or a picture of your artifact) to class tomorrow!

Lesson 2

Artifact Interview

Overview
In this lesson, students will participate in an artifact interview, both as interviewer and interviewee. Students will generate writing about the artifact that they selected in the previous lesson. Students will interview each other about their artifact in small groups. Then, students will generate a story based on one of their classmates' artifacts.

My Artifact Writing (10 minutes)
This portion of the lesson requires the first page of the Artifact Interview Activity. Make one copy for each student. **Level 1:** Distribute artifact interview handout to class. Read each question aloud to your students, modeling with your own artifact how you would answer the question, then giving students time to write their own responses about their artifact. Encourage students to use words from the summer word bank if relevant: • Summer word bank: Sun, Play, Swim, Hot, School Free, Park, Game, Ball, Lake Tag, Ice Cream, Home, Friend, Outside **Level 2:** Distribute artifact interview handout to class. Give students time to individually read each question and write responses about their artifact.
Small Group Artifact Interviews (20 minutes)
This portion of the lesson requires the second page of the Artifact Interview Activity. Instruct students to flip their Artifact Interview handouts to the back side. **Level 1:** Model asking a volunteer student the questions on the back of the interview handout. Then, break the class into small groups of 4-5. Give one student in each group a small item (a sign or token) to designate that it is their turn to talk about their artifact. The remaining students should take turns asking the questions on the back of the sheet. When all the questions are answered, the student with the token will pass it to another person in the group, repeating the cycle until all students have shared their artifact. **Level 2:** Model asking a volunteer student the questions on the back of the interview handout.

© Voice of Witness | voiceofwitness.org

Prompt students to write 1-2 additional questions on the back on their interview handouts. Then, break the class into small groups of 3-4. Give one student in each group a small item (a sign or token) to designate that it is their turn to talk about their artifact. The remaining students should take turns asking the questions on the back of the sheet. When all the questions are answered, the student with the token will pass it to another person in the group, repeating the cycle until all students have shared their artifact.

My Artifact Story Activity, pt. 2 (15 minutes)

This portion of the lesson requires the second page of the My Artifact Story Activity. Distribute students' copies of the handout from the previous lesson.

Level 1: Prompt students to choose one of the artifacts from the artifact interview (a classmate's or their own) and draw that artifact in the designated box in the artifact story activity. Explain that students will be writing a story about the artifact that they chose–the story should use details from real life (the information students learned in the interview). Project the following sentence frame to help students write a story with a beginning, middle, and end:

- *Once, there was a _____. This _____ was special because _____ _____. At first, _____. But then, _____ _____! In the end, everyone was _____ because _____ _____.*

Level 2: Prompt students to choose one of the artifacts from the artifact interview (a classmate's or their own) and draw that artifact in the designated box in the artifact story activity. Explain that students will be writing a story about the artifact that they chose–the story should use details from real life (the information students learned in the interview).The story must have a main character and have a beginning, middle, and end.

Closing (5 minutes)

Lead a brief class discussion with your class around the following questions:

- What is an artifact? Why are they important?
- How do artifacts tell stories?