

## GRADE 3 LESSON 4

| Lesson Details                     |  |
|------------------------------------|--|
| <b>Title</b>                       | What Artifacts Were Found at the Site?   |
| <b>Supporting Question(s)</b>      | <ul style="list-style-type: none"> <li>Who are the Anishinabek?</li> <li>What features and artifacts were found at the site?</li> <li>What do the features and artifacts tell us about the Anishinabek?</li> </ul>   |
| <b>Social Studies Standard(s)</b>  | <p>3 – H3.0.1 Identify questions historians ask in examining the past in Michigan.</p> <p>3 – H3.0.5 Use informational text and visual data to compare how Indigenous People and non-indigenous people in the early history of Michigan adapted to, used, and modified their environment.</p> <p>3 – G5.0.2 Describe how people are a part of, adapt to, use, and modify the physical environment of Michigan</p> <p>P2.3 Use supporting questions to help answer compelling social studies questions.</p> |
| <b>Connections for integration</b> | <b>ELA: RI.3.3.</b> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.   |
| <b>Lesson Objective(s)</b>         | <p><b>What should students know or understand?</b></p> <p>Students will describe two artifacts found at the site and explain what the artifacts can tell us about the Anishinabek.</p> <hr/> <p><b>What should students be able to do?</b></p> <p>Students will analyze artifacts and make inferences about them.</p>  |
| <b>Academic Vocabulary</b>         | <p>projectile points</p> <p>pottery</p>  |
| <b>Instructional Resources</b>     | <ul style="list-style-type: none"> <li>Lesson 4 PowerPoint</li> <li>Lesson 4 Investigation Sheet</li> <li>Lesson 4 Artifact Cards</li> <li>Lesson 4 Optional Puzzle Pieces</li> <li>Vocabulary Cards #17 and #18</li> </ul>  |
| <b>Lesson Extensions</b>           | Have students cut out the “Optional Puzzle Pieces” and try to reconstruct the puzzle.  |
| <b>Additional Resources</b>        | <i>Why is M-231 Site Important</i> – by Dr. Michael Hambacher, M-231 Head Archaeologist – included with the Instructional Resources  |

## Lesson Sequence

|                              |  |
|------------------------------|--|
| <b>Beginning/<br/>Launch</b> | <p><b>TEACHER NOTE:</b> Before you begin this lesson it is recommended that you print off one set of the “Artifact Cards” for each group of three students in your class. Cut them apart and place them in envelopes. Note that the sheet with the “Artifact Cards” has two sets per page.</p> <ol style="list-style-type: none"> <li>Using <b>SLIDE 2</b> review what students learned about the features found at the M-231 site in the previous lesson. Then, review the term ‘artifact’ and explain that in this lesson students will investigate artifacts found at the site.</li> <li>Display <b>SLIDE 3</b> and give each student a copy of the Lesson 4 Investigation Sheet. Explain that students will be recording their ideas on this sheet during the rest of the lesson.</li> </ol>   |
| <b>Middle</b>                | <ol style="list-style-type: none"> <li>Display <b>SLIDE 4</b> and have students describe what they think “Artifact #1” is by writing in the appropriate place on their Investigation Sheet. Discuss their ideas.</li> <li>Display <b>SLIDE 5</b> and explain that archaeologists think this artifact was a knife. Pose the following question: what features of this artifact would lead archaeologists to think it was a knife? Have students write ‘knife’ in the appropriate place on their <b>Investigation Sheet</b>.</li> <li>Display <b>SLIDE 6</b> and discuss the question on the slide. Then, display <b>SLIDE 7</b> and discuss how the knife probably had a handle attached to it. Pose the following question: What happened to the handle? Discuss student responses and then guide students in understanding that the handle was probably made of wood and wood does not last as long as stone.</li> <li>Using <b>SLIDE 8</b> and <b>Vocabulary Card #17</b> and explain that the knife belongs to a group of artifacts archaeologists call ‘projectile points.’ Point out the other projectile points shown on the slide.</li> <li>Display <b>SLIDE 9</b> and discuss the question on the slide.</li> <li>Divide students into small groups of 3 and give each group a set of the <b>Artifact Cards</b> shown on <b>SLIDE 10</b>. Have group members work together to place them in order from oldest to newest.</li> <li>Using <b>SLIDES 11 – 15</b> shown students the order that archaeologists have determined. Have students compare this order to the one they created and then make adjustments as needed.</li> <li>Display <b>SLIDE 16</b> and discuss the question on the slide. Then, display <b>SLIDE 17</b> to show a probable answer to this question.</li> <li>Display <b>SLIDE 18</b> and discuss the question on the slide. Then, display <b>SLIDES 19 – 21</b> to show reasons people used the site for such a long period of time.</li> <li>Display <b>SLIDE 22</b> and ask students what they think might also have been found at the site besides projectile points.</li> <li>Using <b>SLIDES 23 – 26</b> explore Artifacts #2 and #3. Make sure to have students fill out their <b>Investigation Sheet</b> as you study each artifact.</li> <li>Display <b>SLIDE 27</b> and discuss what students see in the photograph. Then, using <b>SLIDE 28</b> and <b>Vocabulary Card #18</b> explain that this slide shows the artifacts that were discovered in the feature shown on the previous slide.</li> <li>Display <b>SLIDE 29</b> and have students answer the question in the appropriate place on the Investigation Sheet. Then, display <b>SLIDE 30</b> to reveal what archaeologists think about the artifact.</li> <li>Give each pair of students a copy of the “<b>Pottery Pieces</b>” which are shown on <b>SLIDE 31</b>. Have students cut out the pieces and try to reconstruct the pot. Note that it is easier to do this if you print the pieces on cardstock. This is a very challenging activity. After they have worked at it a while use <b>SLIDES 32-41</b> to guide them in reconstructing the pot.</li> <li>Display <b>SLIDES 32 – 41</b> to show the reconstruction of the pot. Note that if time is an issue the reconstruction activity could be done at another time and just the slides used.</li> </ol> |
| <b>Ending/</b>               | <ol style="list-style-type: none"> <li>Using <b>SLIDES 42 -45</b> discuss how archaeology is like putting a puzzle together.</li> </ol>  |

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|------------------------|--|
| <b>Closure</b>         |  |
| <b>Lesson Notes</b>    |  |
| <b>ENTIRE LESSON</b>   | Make sure to explain that the projectile points used in this lesson are the same scale as the actual artifacts. This will help students better understand what some of the M-231 artifacts actually looked like. |
| <b>SLIDES 31 to 41</b> | If you find the lesson is running too long you do the pot reconstruction activity at a different time.   |

# Grade 3

## Lesson 4

### Instructional Resources

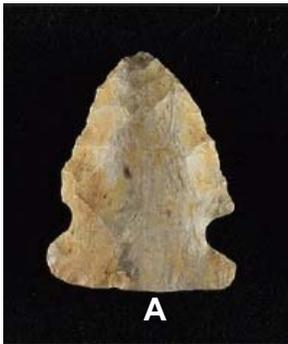
- Lesson 4 Investigation Sheet
- Lesson 4 Artifact Cards
- Lesson 4 Pottery Pieces
- Lesson 4 Optional Puzzle Pieces
- Additional Resource: *Why is M-231 Site Important?* – by Dr. Michael Hambacher, M-231 Head Archaeologist

**Lesson 4 Investigation Sheet**

| <b>Artifact</b> | <b>What do you think the artifact is?</b> | <b>What do archaeologists think the artifact is?</b> |
|-----------------|---|--|
| <b>1</b>        |   |  |
| <b>2</b>        |   |  |
| <b>3</b>        |   |  |

1. What do you think these pieces were part of?

# Artifact Cards





Cut out the pieces  
and try to put the  
pot back together!

# Lesson 4

## Optional Activity



## Why is the M-231 Site Important?



Dr. Michael Hambacher  
M-231 Head Archaeologist

The M-231 project taught us a lot about how the Anishinabek who used the site lived in southwestern Michigan in the several centuries before European and American settlers arrived in the area. This is a period about which we have little information. There are no written records so we have to use archaeology and the oral history of the Anishinabek people to learn how they lived and what their lives were like. It is important to understand how other people lived and viewed their world. It enriches our lives and helps us to understand people who are different from us. We also learned a lot about how the Anishinabek people used and took care of natural resources in a way that they were always there for the future. This helps us better understand Mother Nature and how to take care of the environment around us. We also learned that while our lives are very different than the way people lived in the past, there are a lot of things that are similar. We eat a lot of the same foods – fish, nuts, Wild Rice, wild berries – than can help us be healthy. We do a lot of the same things, maybe for different reasons, but still the same things like picking berries with our grandparents and parent, fishing along the river in the summertime, and hunting in the fall.