

Lesson 3b: Compare and Contrast with Artifacts (grade 2)

Overview:

Students study artifacts to compare and contrast their lives with those of the American Indians who lived in pre-settlement Kansas.

Compelling Question:

How is our daily life similar to and different from the daily life of American Indians who lived in Kansas long ago?

Objectives:

Content:

- The student explains how the life of the American Indians living in Kansas long ago was similar to, or different than, their life today.

Skills:

- The student compares and contrasts primary sources from different time periods.
- Students organize research using a “T” chart.
- The student forms an opinion about change over time based on research and class discussion.

Items used:

From the trunk See the glossary to learn more about the function of these items.	Teacher supplies these or similar items as modern matches with the trunk pieces.
Parfleche (<i>storage or travel container</i>)	Backpack or reusable shopping bag
Bladder (<i>container to hold water</i>)	Individual water bottle
Horn cup (<i>cup for containing food, drink or embers</i>)	Cup or glass
Scapula (<i>hoe-like blade for moving soil</i>)	Gardening hoe or trowel
Sinew (<i>for sewing or lashing items together</i>)	Thread or string
Moccasin (<i>foot wear</i>)	Shoe
Mittens (<i>to keep hands warm</i>)	Winter mittens or gloves
Awl (<i>for punching holes in leather</i>)	Hole punch or darning/tapestry needle
Flesher (<i>for scraping a hide clean</i>)	Ice scraper
Tail swatter (<i>to shoo flies away</i>)	Fly swatter
Hoop (<i>game of skill</i>)	Some type of game (ex: ring toss, board game, computer game)
Pouch (<i>container for small personal items</i>)	Purse

USB Flash Drive “Uses of the Buffalo”

- Photo #02kshs: Cheyenne Indians (jpg)

- Photo #08kshs: Buffalo as a Resource (pdf)
- Worksheet #3: Then and Now
- Clip art (optional)

Do In Advance:

- Locate the items listed above in the “Teacher needs to provide these items” column or choose to use the clip art images provided on the flash drive in this trunk. Adjust the lesson accordingly if clip art is used.
- Decide whether the photos will be printed out or projected and plan accordingly.

Sample “T” Chart:

Similar	Different
<p><i>Functions are similar (“How it was used?” and/or “What is it?”) Examples:</i></p> <ul style="list-style-type: none"> • Water bottle • Fly swatter 	<p><i>The people using the object and the material they are made from will be different. Examples:</i></p> <ul style="list-style-type: none"> • Made from wood. • Made from rawhide. • Made from plastic. • Made by user vs purchased in store. • American Indians used it. • We use it.

Lesson:

1. Introduce lesson
 - a. Activate prior knowledge about American Indians in Kansas before statehood using photo #02kshs: Cheyenne Indians.
 - b. Introduce artifacts as primary sources and studying them as one way to learn about the people who made and/or used them. Research is the process of looking for answers to questions by examining sources. Primary sources will help the class to learn about the past.
2. Conduct primary source research using artifacts
 - a. Divide class into groups. Pass out Worksheet #3: Then and Now, one copy per student. Explain that the class will be doing research to answer the question “How is our daily life similar to and different from the daily life of American Indians who lived in Kansas long ago?” This graphic organizer provides a place for them to record and organize their research.
 - b. Pass out one American Indian object and its corresponding modern object to each group. Have class identify which will represent “then” and which will represent “now” on their graphic organizer.

- c. Direct students to examine the objects and use their observations and prior knowledge to complete the worksheet. Explain that the two objects they have share something in common. Answers should be given for all the questions. If students do not know the correct answers guesses are okay, but students should be able to provide evidence/reasons to support their answers or guesses.
 - d. Have students discuss the experience and share their answers.
 - e. Explain to the class that when doing research it is always good to use more than one source. This provides the researcher with more information and helps to eliminate mistakes. The museum you borrowed the “then” items from has shared some additional information about them. The staff at the museum told you that at least part of each object is made from some part of the buffalo. Ask if anyone would like to make changes to their worksheet after hearing this and give them time to do so.
 - f. Share one additional resource, [photo #08: Buffalo as a Resource](#). Have students study it for additional information about their “then” object. Ask if anyone would like to make changes to their worksheet and give them time to do so.
3. Present research to class
- a. Have groups present their objects to the class explaining what the items are (their function), who used them, what they are made of, and how the students determined this. If the answers are incorrect or incomplete present questions to help them further analyze the objects. (ex: One of your pieces is a water bottle. This is probably what it has in common with your “then” piece. We know this piece is made from part of the buffalo, so, what part of a buffalo would be able to hold liquid?)
 - b. Engage class in a discussion of the research process. For example:
 - Did knowing the two objects had something in common help them answer any of the questions?
 - Did they change any answers after learning the “then” piece was made from the buffalo?
 - Did they change any answers after seeing the “Buffalo as a Resource” picture?
 - What was the most difficult question to answer?
4. Compile research from groups
- a. Explain that collecting information through research is one step in answering the question, “How is our daily life similar to and different from the daily life of American Indians who lived in Kansas long ago?” The next step is to compile the research from all the groups and look for a pattern.
 - b. Create a “T” chart to compare how the “then” and “now” pieces are similar to, and different from, each other.
 - c. Have each group share how their pieces are similar and how they are different. List these all together on the “T” chart.

5. Demonstrate comprehension through discussion.
 - a. Using the information on the “T” chart, initiate a class discussion about:
 - How the daily life of the American Indians was similar to, and different from, that of Kansans today. (e.g. make vs. buy; items work for mobile lifestyles; fulfilling the basic needs of food, clothing and shelter; reliance upon natural resources).
 - What are reasons why some categories on their chart/worksheet stayed the same while others changed?
 - b. Have each student write and illustrate one way the American Indians who lived in Kansas long ago and the people living in Kansas today are similar or different. Their work should contain information about at least one artifact studied by the class and an understanding of how this artifact supports their point of view.
 - c. Assemble the class’s work together in one place such as a book or power point and share with the class as a review, an example of how the research and interpretations fit together to provide a broader answer to the compelling question, and an illustration of how research becomes a finished product, such as a non-fiction book.

Assessment:

1. Worksheet 3: Then and Now
2. Presentation of research to class
3. Participation in group and class discussion
4. Written interpretation of similarities and/or differences.