

18th Century Artifacts from Daily Life in Wisconsin

Heritage Hill State Historical Park
Fur Trade Cabin - La Baye Fur Trade
1770-1830



Grade Range: 3-5
Time: 30-40 minutes

Relevant Wisconsin Standards for Social Studies:

- SS.Hist2.c.i Analyze individuals, groups, and events to understand why their contributions are important to historical change or continuity.*
- SS.Hist3.b.i Identify different historical perspectives regarding people and events in the past.*
- SS.Hist4.a.i Describe the historical context (situation) of a primary or secondary source.*
- SS.Inq3.b.i Select appropriate evidence from sources to support a claim.*
- SS.Inq3.c.i Assess how evidence supports a claim.*



HERITAGE·HILL
STATE HISTORICAL PARK

LESSON INFORMATION

Learning Target(s):

I can identify characteristics of various artifacts.

I can connect characteristics of these artifacts together to learn more about the culture of American Indians and European settlers in the eighteenth and nineteenth centuries.

Academic Language:

- Artifact: an object made by a human being, typically an item of cultural or historical interest.
- Historical Context: the previous events and situations that affect something that occurs later.

ASSESSMENT

You can assess student understanding based on their descriptions of the artifacts. You can also have them research or read more about one of the artifacts and present their findings.

RESOURCES

Resources and materials available to support your planning:

La Baye Artifacts PDF

Technology Integration (or limitations):

This activity can be printed and done on paper. Students can do further research on the artifact or choose one or two artifacts to research more about.

LESSON STRUCTURE

Transition to Lesson:

- Start class with a discussion about artifacts. You can ask students questions such as:
 - What is an artifact?
 - Where have you heard this word used before?
 - Why do you think that we are going to look at artifacts today?
- Define the term “artifact” as a class and then share the full definition listed above with the students.
- Tell students that you will be looking at artifacts from Heritage Hill. If you visited the Fur Trade Cabin, you can tell them that the artifacts are from there. If not, you can share with them that the La Baye Fur Trade Cabin was built about 1800 and is representative of that time period.

During:

During the lesson, you can have students do the activity either individually, in groups, or as a class. You can display the artifacts and have students make inferences about them. Once students do this, you can reveal the context about them and have them reevaluate their conclusions.

There are several ways that students can complete this activity:

- Print out pictures of the artifacts and display them around the room on big sheets of paper as a gallery walk so students can make observations about each artifact.
- Use a worksheet, individually or as a group.
- As a whole class, studying artifact by artifact.
- KWL Chart:
 - What do you know about this document? What do you see, what do you recognize?
 - What do you want to know? What questions do you have?
 - What did you learn? What information did you find most interesting?
- Venn Diagram:
 - Have students complete a Venn Diagram comparing the objects in the pictures to modern versions of the objects. You can either do this in more detail with one or two artifacts or with all of them. For example, you could show a picture of a modern comb next to the picture of the comb artifacts.
- Discussion Questions:
 - Have you seen this object before?
 - What do you think you would use this object for?

Please use the La Baye Artifacts PDF to display the artifacts and then analyze them.

Modifications/Accommodations/Differentiation/Increases in Rigor:

The images can be displayed on the board as well. For students who are unable to see the worksheet, they can use the links provided in the lesson plan to see the graphics up close. Some students might benefit by having a conversation about the artifacts with the teacher instead of in a group.

Closure:

To wrap up this lesson, gather students back as a class to have a conversation with them about the artifacts using questions such as:

- What things do you have to think about when analyzing artifacts?
- What artifacts have you seen in your everyday life?
- Why is it important to look at the historical context of artifacts?

Possible Extension Activities:

Artifact Extension Activities (2 options):

- Artifacts and Beading: Have students do a beading activity using the prompt below:
“Beadwork has been done for thousands of years. Made of glass, metal, shell, nuts, and plastic, beads have been used as jewelry and decoration ever since. The first glass beads were introduced to America by Christopher Columbus in 1492 and they quickly became a popular trade item for early settlers and American Indians. Today many traditional beadwork patterns are still being utilized by American Indian artists.”
- Grades 6-9: Have students research one specific artifact and write a paragraph about it:
 - The artifact walk would likely still work with older ages.
 - Have students research other artifacts that are appropriate for the time period.
 - You could specifically study the map and talk about the rationale for the map.