Grades: 6th - 8th Grade
Lesson: 2
Unit: 1: American Indian traditional land values
Subject: History/Social Studies
Additional Subject(s): Science

Achievement Goal: Students will list skills that would most accurately relate to the artifacts presented; identify differences between artifacts and items used today; and write a brief reflective essay about the three items that best represent resources located on each reservation.

Time: Two class periods

Lesson Description:
Students examine the use of traditional technology to make hunting tools, work tools, and household goods. The application of traditional technology to available natural resources is explored through the examination of multiple artifacts.

Teacher Background:
Review the Teacher Preparation Resource section as well as the Lesson Resources section of this lesson for background information.

Standards:
This lesson aligns with Common Core standards RH4, RH7, RST4.

6th Grade

RH4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RST4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.

Montana Science Standard 5

Students, through the inquiry process, understand how scientific knowledge and technological developments impact communities, cultures and societies.

Essential Understandings Regarding Montana Indians 3

The ideologies of Native traditional beliefs and spirituality persist into modern day life as tribal cultures, traditions, and languages are still practiced by many American Indian people and are incorporated into how tribes govern and manage their affairs. Additionally, each tribe has its own oral histories, which are as valid as written histories. These histories pre-date the “discovery” of North America.

Teacher Preparation Resources:

- Gather the materials listed in the Lesson Resources section.
- Familiarize yourself with the photos of the artifacts, their uses and the materials they are made from.
- Make student copies of the Traditional Artifact Worksheet.
- Coordinate use of a computer and LCD projector.
- Read the Missoulian article about Tim Ryan.
- Contact a guest such as a game warden, park ranger, search and rescue team member, wilderness survival expert.
• Prepare a gift for classroom guest (coffee cup, home canned item, baked goods, etc.).

**Student Activity:**

**Engagement**

1. Provide the class with the Traditional Artifact Worksheet. Instruct students to write down the name of each item, what material it was made from, and what it was used for.
2. As you go through the images of the traditional artifacts, have students fill out the information for each item.
3. Have a brief summary discussion.

**Exploration**

1. Let students know that Tim Ryan, Salish, made all of the items. Tim has devoted his life to learning how his Salish ancestors made a living off of the land. He found out that it took a lot of knowledge and skill to do successfully. This is a statement he made about surviving off of the land: “When you’re one-on-one with nature, in the middle of nowhere, lost in the woods, you learn a lot about yourself.”
2. The class is to imagine that they are in Tim’s circumstance—alone in the middle of nowhere, lost in the woods. For the sake of simplicity, let’s say it is summer. Instruct students to select four of the 20 items to have with them in the woods. Have them write down the four items, leaving space for a paragraph after each one, to explain why they would select that item. How would that item help them survive or ensure their safety?

**Explanation**

1. For the first 10 minutes of class, students create a list of activities that they would do if they were lost in the woods, in their order of importance.
2. Bring in your classroom guest. They teach about wilderness survival.
3. Give your guest their gift.
4. Review with students comparing what they wrote for their survival activities and what their guest taught.

**Elaboration**

1. Show the artifact slide show to the class.
2. As you go through the items, ask students if they know where the materials used to make the items are found and the method used to make them.
3. Discuss the importance and relevance of traditional technology.

**Evaluation:**

1. Students write a thank you letter to their classroom guest listing the three most significant things that they learned about survival.
2. Evaluate the students.

**Lesson Resources:**

- Slideshow of 20 Salish Artifacts
- Answer Key: Artifact Worksheet
- Traditional Artifact Worksheet
Identifying Cultural Artifacts

Published on Lessons of Our Land (http://www.lessonsofourland.org)

- Tim Ryan Article: Missoulian.com

Source URL: http://www.lessonsofourland.org/lessons/identifying-cultural-artifacts

Links: