

**Historical Fiction**  
**Language Arts/Social Studies Unit**  
**Mary Reger**

**Lesson 4**

**Essential Questions:** What is an artifact? How can artifacts teach us about history? How can we determine what artifacts were used for? Can artifacts be used in stories?

**Enduring Understanding:** The students will be able to identify an artifact as something used in the past and talk about its use. They will be able to have an idea of when it was used, who used it, and why. They will be able to write a short story including the artifact in the story.

**Assessment:** Each student will write a short story including the artifact in the story. They will tell who is using it and what its purpose is. The setting will be the period that the artifact came from.

**Materials:**

- Chalk and chalkboard
- Several artifacts from the past (if available)
- Photos of artifacts
  - [Group #1](#)
  - [Group #2](#) (war artifacts)
- Writing Journal
- [“Artifact Rubric”](#)

**Suggested Procedures:**

It is suggested this lesson be completed in one day as a whole group, later breaking down to groups of four to read stories in those groups.

1. Write “Artifacts” on the board. Ask what an artifact is. Record answers. Ask for examples of artifacts. Record answers. Ask if any students have an artifact at home. Ask why we keep artifacts. Show either real artifacts or pictures of artifacts to the students and ask them what it is, who would use it, when was it used, why was it used, etc.
2. Hand out a picture of an artifact to each student. Have them tell a partner what they think the artifact is, who used it, why, and when. Have them talk to their partner about a story that could go with the artifact.
3. Students will write a short story (2-3 paragraphs) using their artifact in the story. Give each student a rubric to follow.
4. Group students into groups of four. Each student will read their story to the group.
5. Grade students’ stories according to the rubric.