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Unit Plan: The Stories Artefacts Tell

Central Idea: Artefacts help us understand how people lived and what they believed in the past.

Lines of Inquiry:

- Types and features of artefacts (Form)
- How artefacts help us learn about life long ago (Function)

Student: Azeem (Grade 2)

Framework: Kath Murdoch Inquiry Cycle

Lesson 1: What is an Artefact?

Inquiry Phase: Tuning In (تیار / دلچسپی پیدا کرنا)

Materials Needed: A "Mystery Box" (shoebox), a collection of old and new household items (e.g., an old key, a modern car key fob, a clay pot, a plastic water bottle, a feather quill pen or picture of one, a ballpoint pen), chart paper, markers.

Learning Objectives:

- Azeem will be able to define 'artefact' in his own words.
- Azeem will be able to differentiate between a natural object and a human-made object.

Focus Concepts & Skills:

- **Concepts:** Artefact, History
- **ATL Skills:** Thinking Skills (Observation), Communication Skills (Explaining ideas)
- **Learner Profile:** Inquirer

Lesson Activities:

1. Activity 1: The Mystery Box

Description: Present Azeem with the "Mystery Box." Let him feel an object inside without looking (e.g., the old key). He describes what he feels (hard, cold, bumpy). He then pulls it out and observes it closely.

Provoking Question: "If you had never seen this before and couldn't ask anyone, what clues would you use to figure out what it is?"

2. Activity 2: Artefact or Not an Artefact?

Description: Lay out the collection of items. Introduce the term "artefact" as something made by a human a long time ago. Create a T-chart on the paper labeled "Artefact" and "Not an Artefact." Guide Azeem to sort the objects into the two columns, explaining his reasoning. Discuss why a rock or a leaf is natural, but a clay pot or a key is an artefact.

Provoking Question: "Can something new, like your favorite toy, become an artefact one day? What would have to happen?"

3. Activity 3: My Special Object

Description: Ask Azeem to find one object in his home that is special to him and was made by a person. He will present this object and explain what it is and why it's special. This connects the concept of artefacts to his own life and identity.

Provoking Question: "If someone found your special object 100 years from now, what do you think they would learn about you?"

Assessment:

Observe Azeem's sorting and listen to his explanations. Can he articulate why something is or isn't an artefact? His "My Special Object" presentation will show his personal connection.

Reflection Questions:

- What was the most interesting object we looked at today? Why?
- What is one question you now have about artefacts?

Lesson 2: Exploring Form

Inquiry Phase: Tuning In / Finding Out (معلومات حاصل کرنا)

Materials Needed: Several different artefacts or high-quality photos (e.g., an old coin, a piece of pottery, an old tool like a hand-cranked drill, an old piece of jewelry), a magnifying glass, a "Form Detective" worksheet with columns for: Artefact Name, Material (what it's made of), Shape, Color, Texture.

Learning Objectives:

- Azeem will be able to identify and describe the physical features (form) of different artefacts.
- Azeem will use descriptive words to explain an artefact's material, shape, and texture.

Focus Concepts & Skills:

- **Concepts:** Form, Culture
- **ATL Skills:** Research Skills (Observation), Thinking Skills (Analysis)
- **Learner Profile:** Knowledgeable

Lesson Activities:

1. Activity 1: Artefact Detectives

Description: Introduce the concept of "Form" – what an object looks and feels like. Give Azeem the magnifying glass and the "Form Detective" worksheet. He will choose an artefact and carefully examine it, filling out the worksheet to describe its features in detail.

Provoking Question: "Why do you think the person who made this chose *this* material (e.g., clay, metal, wood) to make it?"

2. Activity 2: Texture Rubbings

Description: Using different artefacts (or textured household items like a woven basket, a coin, a wooden block), Azeem places a thin piece of paper over them and rubs the side of a

crayon to create a texture rubbing. He then describes the textures he has "collected." This is a kinesthetic way to explore form.

Provoking Question: "How does feeling the texture help you understand the object better than just looking at it?"

3. Activity 3: Draw the Other Half

Description: Print out pictures of symmetrical artefacts (like a vase or a shield) that are cut in half vertically. Azeem must use his observation skills to draw the other half, paying close attention to the details of its form (shape, patterns).

Provoking Question: "Does the shape of this object give you any clues about what it might have been used for?"

Assessment:

Review the completed "Form Detective" worksheet for detail and use of descriptive language. Evaluate his drawings for observational accuracy.

Reflection Questions:

- Which feature (color, shape, material, or texture) do you think is the most important for understanding an artefact? Why?
- Did an artefact's form ever surprise you?

Lesson 3: Discovering Function

Inquiry Phase: Finding Out (معلومات حاصل کرنا)

Materials Needed: Pictures of mysterious or unfamiliar ancient artefacts (e.g., a Roman strigil, an oil lamp, a spindle whorl, an astrolabe), whiteboard or large paper, markers.

Learning Objectives:

- Azeem will be able to infer the possible function (use) of an artefact based on its form.
- Azeem will understand that one artefact can sometimes have more than one function.

Focus Concepts & Skills:

- **Concepts:** Function, Invention
- **ATL Skills:** Thinking Skills (Inference), Communication Skills (Justifying ideas)
- **Learner Profile:** Inquirer, Thinker

Lesson Activities:

1. Activity 1: What Was It For?

Description: Show Azeem a picture of the first mysterious artefact (e.g., the Roman strigil). Using what he knows about Form, ask him to brainstorm all the possible uses for this object. Record all his ideas on the whiteboard, no matter how silly. Then, reveal its actual function (a tool for scraping oil and dirt off the skin after exercise).

Provoking Question: "What clues from the object's shape or material made you guess its

function?"

2. Activity 2: Function Match-Up

Description: Create a matching game with pictures of artefacts on one set of cards and their functions described on another set. Azeem must match the artefact to its correct use. For example, match a picture of an oil lamp to a card that says "To create light in the dark."

Provoking Question: "Can you think of a modern object that has the same function as this old artefact?"

3. Activity 3: Design a Tool

Description: Give Azeem a simple problem, such as "You need to get honey from a tall, narrow pot without getting sticky." He must design and draw a tool (a new artefact) to solve this problem. He then needs to explain how the form of his invention helps its function.

Provoking Question: "If someone found your invention 1000 years from now, would they be able to figure out its function just by looking at it?"

Assessment:

Evaluate the logic Azeem uses to connect an artefact's form to its potential function. His designed tool should demonstrate his understanding of this connection.

Reflection Questions:

- Was it easy or hard to guess the function of the mystery artefacts? Why?
- What is the most clever invention (old or new) you can think of?

Lesson 4: Connecting Form and Function

Inquiry Phase: Sorting Out (معلومات کو ترتیب دینا)

Materials Needed: A collection of related old and new items (e.g., an old grinding stone/mortar and pestle vs. a modern blender; a washboard vs. a picture of a washing machine; a quill pen vs. a keyboard), a large piece of paper for a mind map, colored pencils.

Learning Objectives:

- Azeem will be able to explain how an artefact's form is specifically designed for its function.
- Azeem will compare and contrast past and present artefacts with similar functions.

Focus Concepts & Skills:

- **Concepts:** Form, Function, Change
- **ATL Skills:** Thinking Skills (Comparison, Connection), Self-Management Skills (Organization)
- **Learner Profile:** Reflective

Lesson Activities:

1. Activity 1: Same Job, Different Tool

Description: Present the pairs of old and new items (e.g., mortar/pestle and blender). Discuss

the function they share (grinding/blending food). Have Azeem compare their forms. Why is the mortar heavy and made of stone? Why is the blender made of plastic and metal with sharp blades? He can draw both and label the parts that help them do their job.

Provoking Question: "Why do you think the tool for this job changed so much over time?"

2. Activity 2: Form & Function Mind Map

Description: Choose one interesting artefact (like an ancient pot). Write its name in the center of the mind map. Create branches for "Form" and "Function." From "Form," branch out with descriptive words (clay, round, handles, decorated). From "Function," branch out with uses (storing water, cooking food, decoration). Then, draw lines connecting specific form features to specific functions (e.g., connect "handles" to "carrying easily").

Provoking Question: "What would happen to the pot's function if you changed one part of its form, like removing the handles?"

3. Activity 3: Improve an Artefact

Description: Azeem chooses an old artefact we have studied. His task is to "improve" it by changing its form. For example, he could redesign a Roman oil lamp to be safer or brighter. He will draw his new design and explain how his changes in form improve its function.

Provoking Question: "Is 'new' always 'better'? Can you think of a time when an old version of something might be better than a new one?"

Assessment:

The mind map will clearly show if Azeem can connect specific form features to functions. His "improved artefact" drawing will demonstrate his synthesis of the concepts.

Reflection Questions:

- Which artefact do you think has the smartest design? Why?
- How does looking at old and new things help us understand the idea of 'change'?

Lesson 5: Artefacts and Stories

Inquiry Phase: Sorting Out (معلومات کو ترتیب دینا)

Materials Needed: Pictures of culturally significant artefacts (e.g., Egyptian hieroglyphs on a wall, a decorated wedding dress from Pakistan, a Native American totem pole, a warrior's shield), notebook, pencils.

Learning Objectives:

- Azeem will understand that artefacts can tell stories about a culture's beliefs, values, and daily life.
- Azeem will create a story based on the visual clues from an artefact.

Focus Concepts & Skills:

- **Concepts:** Culture, Memory, History, Identity
- **ATL Skills:** Communication Skills (Storytelling), Thinking Skills (Imagination)

- **Learner Profile:** Knowledgeable, Communicator

Lesson Activities:

1. Activity 1: Reading the Pictures

Description: Show Azeem the picture of the Egyptian hieroglyphs. Explain that the pictures aren't just decoration; they tell stories about gods, kings, and daily life. Together, try to "read" a small section, guessing what the story might be about based on the images (people, animals, sun).

Provoking Question: "If we didn't have words, how would we use pictures today to tell people about our lives?"

2. Activity 2: The Shield's Story

Description: Show the picture of a decorated warrior's shield. Discuss how the symbols and colors are not random. They might tell you which tribe the warrior belongs to, his family, or a story of a great battle he won. Azeem's task is to invent a story for the warrior who carried this shield, based on its form.

Provoking Question: "Why is it important for a warrior to carry his identity and story with him into battle?"

3. Activity 3: My Family's Artefact Story

Description: Azeem interviews a family member (parent, grandparent) about an old object in the house (e.g., an old piece of jewelry, a photograph, a piece of furniture). He asks questions like: Where did it come from? Who did it belong to? What memories are connected to it? He then writes or tells the story of that artefact.

Provoking Question: "How does knowing the story of an object change the way you feel about it?"

Assessment:

Listen to the stories Azeem creates. Does he use the visual details from the artefacts to build his narrative? His interview and retelling of a family story will show his understanding of artefacts and memory.

Reflection Questions:

- What is the best story you learned from an artefact today?
- If you could create an artefact to tell the story of your life so far, what would it be and what would be on it?

Lesson 6: I am an Archaeologist!

Inquiry Phase: Going Further (مزید تحقیق کرنا)

Materials Needed: A large plastic tub or a small section of a garden, sand or soil, various "artefacts" to bury (e.g., old coins, pottery shards, old metal spoon, beads, a small toy), brushes (like paintbrushes), a small trowel, a grid made of string, a notebook for recording finds.

Learning Objectives:

- Azeem will be able to simulate an archaeological dig, using tools to carefully excavate artefacts.
- Azeem will record his findings and draw conclusions about the "people" who left the artefacts behind.

Focus Concepts & Skills:

- **Concepts:** History, Evidence
- **ATL Skills:** Research Skills (Data Collection), Self-Management Skills (Organization)
- **Learner Profile:** Inquirer, Reflective

Lesson Activities:

1. Activity 1: Setting up the Dig Site

Description: Prepare the "dig site" by burying the artefacts in the sand/soil. Lay the string grid over the top. Explain to Azeem that archaeologists work very slowly and carefully in small sections so they don't miss anything. He must use the trowel and brushes to gently uncover items.

Provoking Question: "Why is it important for an archaeologist to work slowly and carefully instead of just digging everything up with a big shovel?"

2. Activity 2: Excavate and Record

Description: As Azeem finds an artefact, he must not remove it immediately. First, he records its location in the grid in his notebook. He can draw the artefact in its position. Then he carefully removes it, brushes it clean, and places it in a collection tray. He does this for all the items.

Provoking Question: "How does knowing *where* you found an object help you understand the story of the place?"

3. Activity 3: Piecing Together the Puzzle

Description: Once all artefacts are excavated, Azeem lays them out. He examines his collection as a whole. Based on the evidence (the spoon, the pot shards, the beads), he must create a story or a description of the people who lived there. What did they eat? What did they wear? What did they do for fun?

Provoking Question: "If you only found one single object, like the spoon, what could you know about the people? What would you *not* know?"

Assessment:

Assess his process during the dig (careful excavation) and his notebook (recording data). His final story about the "people" will reveal his ability to synthesize information from multiple artefacts.

Reflection Questions:

- What was the most exciting part of being an archaeologist?
- How is being an archaeologist like being a detective?

Lesson 7: Artefacts and Change

Inquiry Phase: Going Further (مزید تحقیق کرنا)

Materials Needed: A timeline on a long sheet of paper, pictures of artefacts from different time periods related to a single theme (e.g., Communication: clay tablet, scroll, printed book, telegraph, telephone, computer; or Music: bone flute, lyre, gramophone, Walkman, MP3 player).

Learning Objectives:

- Azeem will be able to order artefacts chronologically on a timeline.
- Azeem will analyze how changes in technology and society are reflected in artefacts.

Focus Concepts & Skills:

- **Concepts:** Change, Invention, History
- **ATL Skills:** Thinking Skills (Sequencing), Research Skills (Gathering Information)
- **Learner Profile:** Knowledgeable

Lesson Activities:

1. Activity 1: Communication Through Time

Description: Present Azeem with the jumbled pictures of communication artefacts. Discuss the form and function of each one. Guide him to place them in chronological order on the timeline, from oldest to newest. Talk about the big changes between each step (writing on stone vs. paper, sending a message instantly vs. by hand).

Provoking Question: "What big problem was each new invention trying to solve?"

2. Activity 2: Predict the Future Artefact

Description: After looking at the timeline of how things have changed, ask Azeem to imagine the future. He must draw and describe the next artefact on the timeline. For example, what will communication look like in 100 years? What will the device look like (its form) and what will it do (its function)?

Provoking Question: "What ideas from today's technology did you use to invent your future artefact?"

3. Activity 3: A Day in the Life

Description: Azeem chooses a time period from the timeline (e.g., Ancient Rome, 1980s). He must describe a part of his day (like listening to music or talking to a friend) as if he were living in that time, using only the artefacts available then. This helps him internalize how artefacts shape daily life.

Provoking Question: "What part of your daily life would be the most different or difficult if you lived in that time?"

Assessment:

His ability to correctly sequence the artefacts on the timeline shows an understanding of historical progression. His future artefact design and "Day in the Life" story demonstrate his ability to think

critically about technological change.

Reflection Questions:

- Which change in technology do you think was the most important in history? Why?
- Is there an old artefact you wish we still used today?

Lesson 8: My Personal Time Capsule

Inquiry Phase: Making Conclusions / Taking Action (نتائج اخذ کرنا / عمل کرنا)

Materials Needed: A shoebox ("time capsule"), paper, pens, small personal items chosen by Azeem.

Learning Objectives:

- Azeem will reflect on his own identity by selecting personal "artefacts" that represent him.
- Azeem will synthesize his learning by explaining the form and function of his chosen items for a future audience.
- Azeem will be introduced to the final project.

Focus Concepts & Skills:

- **Concepts:** Identity, Memory, Culture
- **ATL Skills:** Social Skills (Collaboration), Communication Skills (Presenting), Self-Management (Reflection)
- **Learner Profile:** Reflective, Principled

Lesson Activities:

1. Activity 1: What Represents Me?

Description: Propose the idea of creating a time capsule for someone to find in 100 years. Azeem must brainstorm and choose 3-5 small items that tell a story about who he is, what he likes to do, and what life is like for a child in the present day. (e.g., a favorite small toy, a drawing, a wrapper from a favorite snack).

Provoking Question: "If a future person could only choose ONE of your items to learn about you, which one should it be and why?"

2. Activity 2: Writing the Labels

Description: For each item he chose, Azeem will write a small "museum label." The label must describe the item's FORM (What is it made of? What does it look like?) and its FUNCTION (What is it used for? Why is it important to you?). This is a direct application of the unit's key concepts.

Provoking Question: "What is the most important piece of information you need to write on the label so the future person isn't confused?"

3. Activity 3: Final Project Introduction

Description: Use the time capsule activity as a launchpad for the final project. Explain that he is going to become a curator for a much bigger exhibit: a "Family Museum." He will use all the skills he has learned to collect, research, and present artefacts that tell the story of his family.

Provoking Question: "What story do you want our family museum to tell the world about us?"

Assessment:

The quality of the items chosen for the time capsule and the detail in his labels will serve as a summative assessment for the unit's core concepts. His engagement in this activity will prepare him for the final project.

Reflection Questions:

- What did you learn about yourself when choosing items for the time capsule?
- Looking back at all our lessons, what is the biggest idea you will remember about artefacts?

Final Project: "The Azeem Family Museum"

Project Goal:

Azeem will curate a small museum exhibit that tells a story about his family's history, culture, and identity, using real family "artefacts."

Steps:

1. 1. Choose a Theme (Brainstorming):

With help from his teacher/parent, Azeem decides on the story he wants his museum to tell. Examples: "How My Grandparents Came to This Country," "Three Generations of Hobbies," "Our Family's Favorite Recipes and the Tools We Use," or simply "The Story of Our Family."

2. 2. Collect the Artefacts (Collecting):

Azeem interviews family members (parents, grandparents, aunts, uncles) and asks them for an object that fits the theme. He should aim to collect 5-7 artefacts. Examples: an old passport, a grandmother's wedding jewelry, a father's first cricket bat, a special cooking pot, an old photograph.

3. 3. Be the Historian (Research):

For each artefact, Azeem must interview the family member who provided it. He should use a notebook to record the answers to questions like:

- What is this object? (Form)
- What was it used for? (Function)
- Who did it belong to?
- What is a special memory or story connected to it? (History/Memory)
- Why is it important to our family? (Culture/Identity)

4. 4. Create the Exhibit Labels (Communication):

Using his research notes, Azeem will write a museum label for each artefact. Each label should include:

- **Name of Artefact:** (e.g., "Grandmother's Rolling Pin")
- **Description:** A short sentence about its form (e.g., "A wooden pin, worn smooth from

many years of making roti.")

- **Story:** 1-2 sentences explaining its function and the story behind it.

5. **5. Set Up the Museum (Self-Management):**

Azeem chooses a space (a table, a bookshelf) to set up his exhibit. He arranges the artefacts and their labels in a way that makes sense and looks good. He can create a main title sign for his museum.

6. **6. Be the Museum Guide (Presentation):**

Azeem invites his family to the museum opening. As the curator and guide, he presents his exhibit, walking the "visitors" through and telling them the story of each artefact. This is his chance to share everything he has learned.

Assessment of Project:

Azeem will be assessed on:

- **Inquiry & Research:** The quality of his interview questions and the details he gathered.
- **Knowledge & Understanding:** His ability to accurately describe the form, function, and story of each artefact in his labels.
- **Communication:** The clarity of his written labels and his oral presentation as a museum guide.
- **Reflection:** A final conversation about what he learned about his family and himself through the project.

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