

# Learning with the Artefacts

Artefacts provide a fascinating insight into the past and allow us to develop a deeper historical understanding. They are a great way to engage children's interest and attention, encouraging curiosity and helping pupils to make links between periods of history. Object-based learning enables items to be shared with the group and this tactile experience aids investigative skills that can bring history to life for all pupils.

Before introducing the artefacts to the class use the background information to ensure that you are familiar with the contents and what each artefact represents.

Consider how you want to use the artefacts, for example:

1. **For decoration/visual stimuli** - Demonstrate and explain each artefact before creating the display using the background notes provided and consider displaying images on the wall to create visual impact. Refer to the images and artefacts at different times during the study and encourage pupils to create labels and additional information as they develop understanding.
2. **As an educational tool to support learning** - Individual artefacts can be linked to concepts or themes such as daily life/society/communication. They can then be investigated at different points during the learning journey and used as a research focus helping pupils to ask and answer questions about the past. There are many ways to use artefacts. We have included some activity ideas here as a free download, along with example exploring artefacts sheets to encourage close observations of the items. We hope you enjoy using them.

## Introducing the artefacts

- Teach the children how to handle the artefacts carefully and store them safely and securely.
- Some artefacts you use will be replicas. The first time that children encounter a replica, ensure that you explain that these are replicas rather than originals and discuss why this is so.
- Talk about materials/fragility/location/size/value/age of originals and explain that old objects are getting rarer, and they must be preserved for others to use in the future.

## Ideas and suggestions

Explore the ancient Greek artefacts and think about the valuable role artefacts play in helping us to learn about and understand what life was like in ancient Greece.

They can learn about the way of life, teachings, beliefs, legacies and much more.

### **1. Mystery Boxes or A Suitcase**

When introducing the artefacts, think about ways to build up excitement. You could, for example, hide the objects in a mystery box or suitcase and wrap them in protective layers of packaging. As the children carefully unwrap, you can explain the fragile nature of artefacts.

### **2. Lucky Dip**

Get children to take it in turns to pull an item secretly from a box, bag or case. They should look at the artefact and then describe it to their peers without saying the name of the object. They can describe what they see, feel, smell, hear. Who can guess it correctly?

### **3. Observe and investigate**

Take a closer look at an artefact and investigate it in more detail. Ask children to draw a picture or take photographs of it. They may want to look from different angles or focus on a specific part. You could use magnifying glasses or microscopes to really get in the role of a historian.

*(See Observe and Investigate and Explore and Discover Activity Sheets)*

### **4. Create your own ...**

After learning about the artefacts, ask children to make their own record or replica. They could draw it or make a full 3d model. Be sure to include all the details and they could create their own information sheet to accompany their drawing or model.

### **5. Let the object talk!**

Imagine if the artefact could talk. What would it say? Describe the stages in the artefact's life. Think about the objects journey from when it was made, how it was used and why, the experiences that were had with it along the way and how it was discovered many years later.

### **6. Be an expert**

Explore the different roles of experts that work with artefacts, such as an archaeologist, a museum manager, documentary maker, conservator, or antique dealer. Children take on a role and create something about the artefact from their perspective. It could be a label in a museum, a fact file, or even a mini documentary!

### **7. Role play and Hot seating**

Choose an artefact and create a short drama piece about it. Use mime, movement, gesture and speech to show how the object would have been used. You could also use hot seating. One person acts as the person who would have used the item in the past, and the rest of the class can ask questions to find out more.

### **8. Mini Archaeological Dig**

Use a sand tray to carefully hide the artefacts. Allow children to uncover the buried items using tools such as trowels and brushes. Make close observations and draw and describe the objects. Ask them to record their initial ideas about what the item is and come up with questions they would like to answer about the artefact.

### **9. Memory Game**

Place the artefacts on a tray and talk about each one. Have fact file cards that match each artefact. Can children match up the artefact with the correct fact file?

### **10. Odd One Out**

Lay out your artefacts and include some from a different time period to the one you are learning about, or even modern day items. Can the children spot which resources are the odd ones out and are not from the era you are studying?

### **11. Geography**

Explore the physical geography of Greece including its location in Europe, its mainland and islands. Find out about the surrounding seas and different mountain ranges, as well as investigating the rivers. Find out about the country's human geography, researching different aspects of Greek culture including food, clothing, music and religion.

### **12. Archaeology**

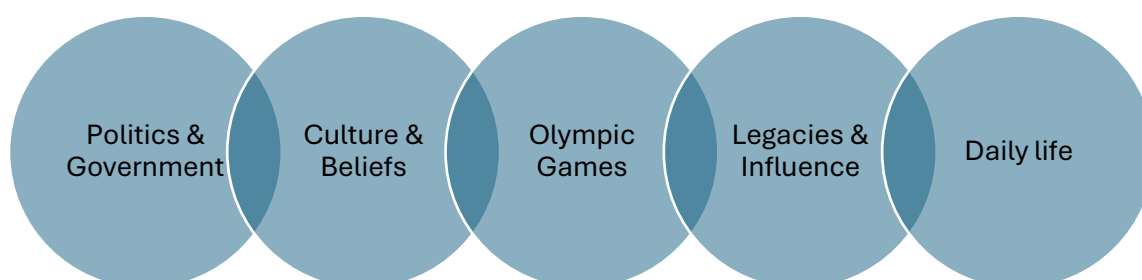
Investigate archaeological finds and what they can tell us about the past. For example, look at Greek pottery and find out how the ancient Greeks used pottery to tell stories and depict different scenes from their lives. The children can create their own pottery in the style of the ancient Greeks.

### 13. Sorting

Lay out the artefacts and discuss different ways they could be sorted, for example material or how they were used.

Once decided, ask children to sort the artefacts into different categories, Some artefacts may be used in more than one category.

For example:



Politics & Government	Culture & Beliefs	Olympic Games	Legacies & Influence	Daily Life
Democracy Ancient Greek Coins Corinthian Helmet	Myths and religious practices Ancient Greek Coins Hanging oil lamp	Discus Javelin Long jump Boxing Horse racing	Famous Greek scientists, philosophers and writers such as Hippocrates, Sappho, Socrates, Plato, Aristotle.	Oil lamp Sandals Helmet

### 14. Learning about a theme

There are lots of themes that often run within a time period, for example the Olympic Games were very important to the Ancient Greeks.

Choose a theme and explore this in more detail with the children, discussing how this has changed over time.

### 15. Artefact Investigation

You may want to explore the artefacts in more detail by carrying out a deeper case study investigation into one of the artefacts your class find particularly interesting.

# Observe & Investigate

Image or drawing of artefact:

Describe using your senses:

- What does it look and feel like?
- Does it make a noise?
- What is it made from?
- How big is it?
- Has it got any detail on it? Markings? Writing? What do they mean?
- Does the object remind you of anything?

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# Explore & Discover

What material(s) is it made of? Why might these have been chosen? (If this is a replica what were the originals made from?)

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What condition is it in? \_\_\_\_\_

Where do you think it was found? \_\_\_\_\_

What do you think it is called? \_\_\_\_\_

What do you think the object was used for? \_\_\_\_\_

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Tick the box/boxes to best describe the item

A luxury item	A useful item	An ordinary item	A valuable item

Who might have used it? \_\_\_\_\_

What difference did the object make to people's lives? \_\_\_\_\_

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What can this object tell us about life in.....? \_\_\_\_\_

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