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# Ideas With IMPACT

## idea packet

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**Remake the Past, Relive the Past**

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# Remake the Past, Relive the Past


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## Goals and Objectives

The purpose of this project is for the students to create a physical artifact that they can have a personal connection to. Having them connect personally with cultures through artifacts is the key to an appreciation of history beyond what is found in books.

Students explore history through material culture and their everyday uses. They make emotional connections to the real peoples who's history they are studying. In this activity students will explore the relationships between objects in history and their users, along with the influences of trade routes, and the effects of history on the modern day.

# Florida Standards

**SS.6.W.1.2** Identify terms (decade, century, epoch, era, millennium, BC/BCE, AD/CE) and designations of time periods.

**SS.6.W.1.6** Describe how history transmits culture and heritage and provides models of human character.

**SS.6.G.1.2** Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.

**SS.6.W.1.1** Use timelines to identify chronological order of historical events.

**SS.6.G.1.7** Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.

**SS.6.G.2.1** Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.

## Course Outline/Overview

I tried to make this project in a way that the students would have at least one piece of history that they could hold onto as their own. A lot of my students would be excited when they saw their pieces referenced in the textbook or shown as part of an educational video. That ownership has been the key to long term memory retention. When children have that connection, that is when the concept really sticks in their mind. I'm sure we all remember at least one project growing up that has stuck with us because it was "ours."

Teaching history is always such a sticky subject, students either love it, or hate it. This project tries to combine as many different learning modalities into the parts that each student's strengths are addressed.

This project is perfect for any kind of History or Geography class that relies on artifacts and change through history. The research aspect of the project also prepares students for High School and College courses.

# Lesson Plans and step-by-step guide in implementing

## Background:

My inspiration for this project was a story I heard of a boy in Iraq who recreated Mesopotamian artifacts after the ISIS occupation of Mosul in 2016 led to the destruction of hundreds of irreplaceable artifacts. When presenting this information to my students I engaged them in conversation on the importance of artifacts in our understanding of the ancient/modern world. Engaging them with ancient material culture is key to having them understand and empathize with ancient humans, easing their ability to understand history within its context.

ISIS militants attack ancient artifacts:
https://www.youtube.com/watch?v=eMZHd9eoCJk

ISIS-destroyed monuments reconstructed:
https://www.youtube.com/watch?v=pRamtndLDbk

My Story: Nenous Thabit, Iraqi Sculptor
https://www.youtube.com/watch?v=2LCveAUk-6E

Teen hits back at ISIS by sculpting Nimrud's ruined artifacts:
https://www.cnn.com/2016/11/17/middleeast/nimrud-iraq-mosul-artifacts/index.html

## Best Practices:

- I tend to be hands off with a lot of the project. Having them figure out how to properly research and synthesize their information is a stumbling block I encourage them to overcome.
- This project can be done several times throughout the year with each of the units, they tend to get better each time
- I allow for large group sizes (up to 7) because of the 4 part nature of the assignment. Usually they split it with 3 working on the 3D object, 2 work on the paper, 1 works on the plaque, and the 1 will present usually, but by no means is this a hard and fast rule
- Don’t let them get caught up in how they made their object, the process of construction isn’t the main focus, the focus should be on “What does this object tell us about the people that lived in that time?”
- I tend not to show them examples of past work until after the assignment simply because kids get trapped in boxes of what they’re supposed to do really really

easily. If i showed them a piece made out of clay they would all try to make the object out of clay! Creativity is a key part of this project!
- Encourage the use of recycled materials!
- Some things will not have all the information that is needed, that's the nature of History

**Set up work to be done by the teacher:**

- This project is fun because it's a good wrap up and doesn't require much in terms of teaching or hand holding
- I recommend that the teacher pick out and assign the artifacts to the groups. You can randomize it but I **DO NOT** suggest letting the students pick out any artifact they want. Why?
    - They will end up picking someone naked
    - They will all pick the first thing that pops up on a google search
    - They will all pick statues
    - There is a huge chance of overlap between class periods
- Where do I find the artifacts?:
  Anywhere! but I highly recommend pulling from large museums, such as **The MET**, **The Louvre**, and **The British Museum**. Each has an amazing catalog of artworks available for anyone to search through along with background information.
- The more mundane the object the better! Pillows, bed frames, writing tools, cooking implements will teach them much more about the people than grandiose statues of deities or rulers.

**Modifications for Online:**

- I highly recommend that you keep the research paper and 3D model portions of the project if you need to simplify. Students don't get enough exposure writing research projects and college is very paper based.
- Have 1 student work on the 3d Object and take pictures of it
- Have the students create a powerpoint with the information from their paper that they can present over Zoom/K12/Teams
- Another option could be have them film pieces and upload to Flipgrid with their information

**Example of Assignment presented to student:**

In groups of 2-7, we will be making a Roman Artifact Museum Gallery. You will be assigned an artifact from Ancient Rome. In your group you will create 4 objects based on your artifact:

**1. A 3-D representation** of your object made of any materials, be creative!

**2. A 1 Page Double spaced 12 pt Times New Roman essay** on your object's Cultural Importance. Make sure you address the following questions in your essay in an essay format.

- Who Used it?
- When was it made?
- Where was it found?
- What is the Modern Name of the location where it was found?
- Who Found it?
- What year was it found?
- What is it made of?
- What does it tell us about what people traded?
- Where is the Artifact now?

**3. A Museum Plaque** for your object. Make it decorative and pretty with the following information.

- Name of the Object
- Approximate Time Period
- What it is made of
- Where the Original is located
- Dimensions (If Available)
- Culture
- Geography

**4. A Bibliography Page** MLA Format

# Resource List

**The Met Collection:**
https://www.metmuseum.org/art/collection

**The Louvre Collection:**
https://www.louvre.fr/en/moteur-de-recherche-oeuvres

**The British Museum:**
https://www.metmuseum.org/art/collection

**Personal Enrichment:**

Civilization: Institutions, Knowledge, and the Future
https://www.youtube.com/watch?v=ACdYmuFyjWM&feature=youtu.be

# Supplies and supplemental materials

(Suppliers and approximate prices for most important items)

The magic of this project is that it can cost almost nothing to do. I highly recommend using recycled materials whenever possible but if you would like to offer some supplies for the students to use in the classroom here are some recommendations:

All items can be purchased at Amazon, Target, Dollar Tree, etc:

Pipe Cleaners - 300+ for $8
Cardboard boxes- 25 pack for $18
Markers - 10 Pack for $6
Air Dry Clay - 25lbs for $30
Acrylic Paint Set- 50 Colors for $75
Sharpies- 10 Pack for $15
Legos- 800 pieces for $50
Duct Tape - $4 a roll
Elmer’s Glue- $2 a bottle
Copy Paper - $5 a pack
Construction Paper- Mixed pack for $6

# Student Work Samples

# Statuette of Jupiter by: E.L. (8th grade)

Greek and Roman society had many mirroring qualities including their gods and goddesses. Both societies built representations of their gods. Such representations include the numerous statues that have been discovered over the years, as well as painting and the myths created around them. These artifacts leave with them traces of empires long gone.

One such artifact is the statuette of Jupiter. In the Roman pantheon of gods Jupiter is a sky father or god of the skies like his Greek counter Zeus. Created within the 2nd half of the second century C.E which would place the statuette in the Mid-Imperial Roman era. The statuette depicts Jupiter in the nude with the exception of a mantle draped of a large majority of his body with his right arm extended maybe in order to grasp a scepter and his left arm is at hip level. The figure stands at 11 9/16 in (29.3 cm) tall. Its composition is mostly bronze, a copper based alloy, only further cementing its place close to the bronze trade.

The artifact was discovered in 1997 by the Gift & Rogers fund but was purchased by the Charles Engelhard Foundation later on. Its place of discovery was near the middle of the Italian peninsula by the Tiber River. The Bronze statuette is currently being displayed at the Met gala in New York city.