



[CLICK HERE](#): **Grade 1 Artifact
Lesson and Extension Activities**

Teachers,

This presentation is intended to help students develop critical thinking skills while learning history content. We recommend that you guide your students through these slides and lesson. Please feel free to use the attached Grade 1 standards-based lesson plan and the extension activities including the Then and Now Venn Diagram and the D.A.T.E. poster.



Artifacts...

Learning at Home

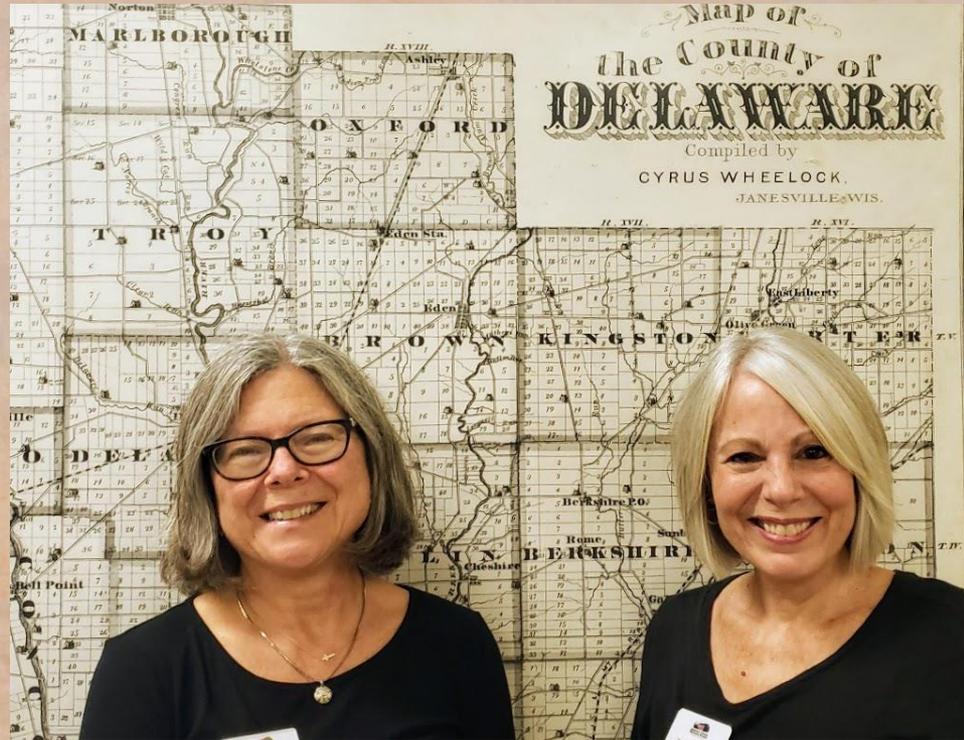
Grade 1

Presented by
DELAWARE COUNTY HISTORICAL SOCIETY
Delaware, OH
www.delawareohiohistory.org



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Our History, Our Heritage

Welcome!



Laurie Schaefer

Roxann Newton



An Artifact



An artifact is "a man-made object: old or new." Artifacts give us clues as to how people lived, what they may have believed in, and what they used in their environments.



We're going to show you some photographs of artifacts. Can you guess what the following items are or how they may have been used?



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Look closely.
The images will
give you a clue
about the
artifacts. What
can you **guess** or
infer from the
visual clues?



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Let's Practice!



1. **DESCRIBE THE ARTIFACT**-Can you describe the different parts of this object?

2. **ANALYZE ITS PURPOSE** How do you think this was used? What are the different parts?

3. **TELL ITS SOURCE**-Who made this? Where would I find this?

4. **EXPLAIN ITS MATERIALS**-What materials were used to make this object? Do we use those materials today?

What is your guess or conclusion?



D.A.T.E. Thinking Routine

Making your Thinking Visible

1 **Describe Artifact**

Do you know what this is?

Do you know what this is called?

2 **Analyze Its Purpose**

How do you think this was used?

What might I do with this?

Have you ever used anything like this?

3 **Tell Its Source**

Who do you think this came from?

Do you know where I could find this?

Who do you think would make this?

4 **Explain Its Materials & Components**

Do you know what this is made of?

What materials were used?

How is this different from what we may use today?





1. **DESCRIBE** THE OBJECT
2. **ANALYZE** ITS PURPOSE
3. **TELL** ITS SOURCE
4. **EXPLAIN** ITS MATERIALS

What are some of your guesses? Conclusions? Inferences?



Women would collect hair from their brushes and place it in containers called

Hair Receivers.



When enough hair had been collected, it could be made into a hairpiece to plump up her current hairstyle or it could be woven into jewelry. Long hair in the Victorian age was a sign of femininity and virtue. A woman could go her entire life without getting her hair cut. Jewelry and tokens made from hair, therefore, had a special significance.







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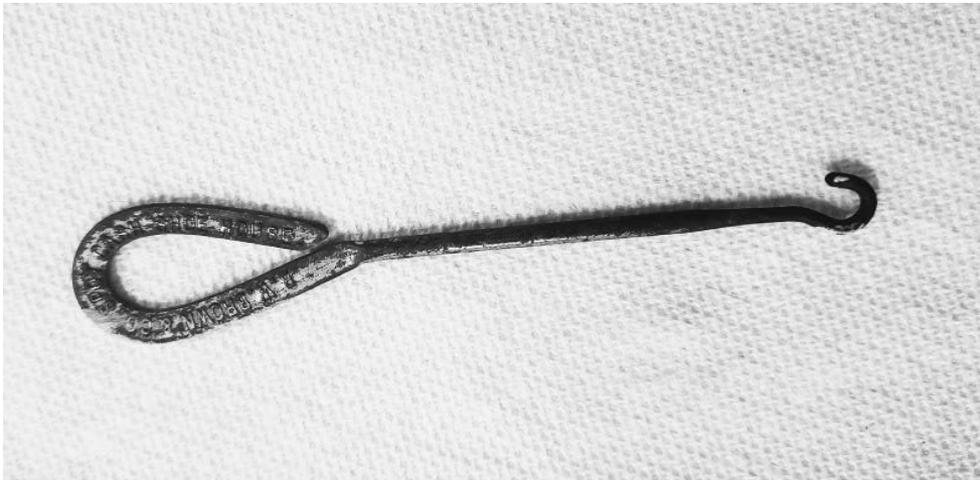
Mourning Wreath

-made from women's hair to remember someone who has died



Hair artwork was an expression of memory and beauty. Locks of hair and wreaths helped people remember lost loved ones.





1. **DESCRIBE** THE OBJECT
2. **ANALYZE** ITS PURPOSE
3. **TELL** ITS SOURCE
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Button Hook

These were used to help button shoes and clothing.

Button Hook



Button Shoes with a Button Hook





1. **DESCRIBE** THE OBJECT
2. **ANALYZE** ITS PURPOSE
3. **TELL** ITS SOURCE
4. **EXPLAIN** ITS MATERIALS

These are visual clues that might help you.



Clothes Irons

Clothes irons came in different weights and sometimes there were several irons in the fire warming at the same time.



Thus the saying: “Too many irons in the fire!”



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Clothes iron from 1948

2 tons less Tuesday!

*...I figured it out watching me... You lift
in a minute on the average. Now TipToe is
in your old iron... 4 times 3 is 12 lbs. per
hat's 720 lbs. per hour, 4320 lbs. in 6 hours
two tons you don't lift with the TipToe...
not so tired Tuesday nights!"*

Toe by YALE

...ing, less time... is the all-around best
made! The extra large sole plate covers
... fewer strokes... The sculptured Bakelite
sole can be easily and comfortably held in
... position... extends under the fingers for
... always cool by the special ventilating
...ular heating elements are cast-in
... on, virtually indestructible...
...ply a steady flow of heat that
...sothes fabrics with less pressure
...l is dependable, the reversible
...venient for left handers.
... is two-irons-in-one
...e handle forward, use
... for fine work, with four-
...late suspended off the
... scorching! Tip back
...g surface goes to
...p'Toe is sold by
... where. Write for
... nearest dealer.

© 1948
Yale
New York



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How about this household item?



Does someone in your household use one of these to press clothes?





1. **DESCRIBE** THE OBJECT
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Candle mold

People of the 1800s used molds to make candles which were used for light once the sun went down.

Candles were made by hand using animal fat or *tallow* until the 1850s. The animal fat was melted, and then poured into the molds over a string. This string was the *wick* of the candle. Once the hot, liquid fat would cool and harden, the candles were removed from the molds to be used. People began to use wax instead of animal fat after 1850. These lasted longer and smelled much better.

We still use candles today when we celebrate a special occasion, what do we use to light our homes?





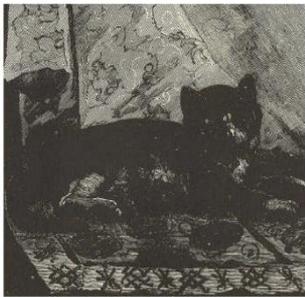
Girl reading a letter by candlelight

Jean-Baptiste Santerre
@1700



1. **DESCRIBE** THE OBJECT
2. **ANALYZE** ITS PURPOSE
3. **TELL** ITS SOURCE
4. **EXPLAIN** ITS MATERIALS





cāt māt is òn
e t i m s

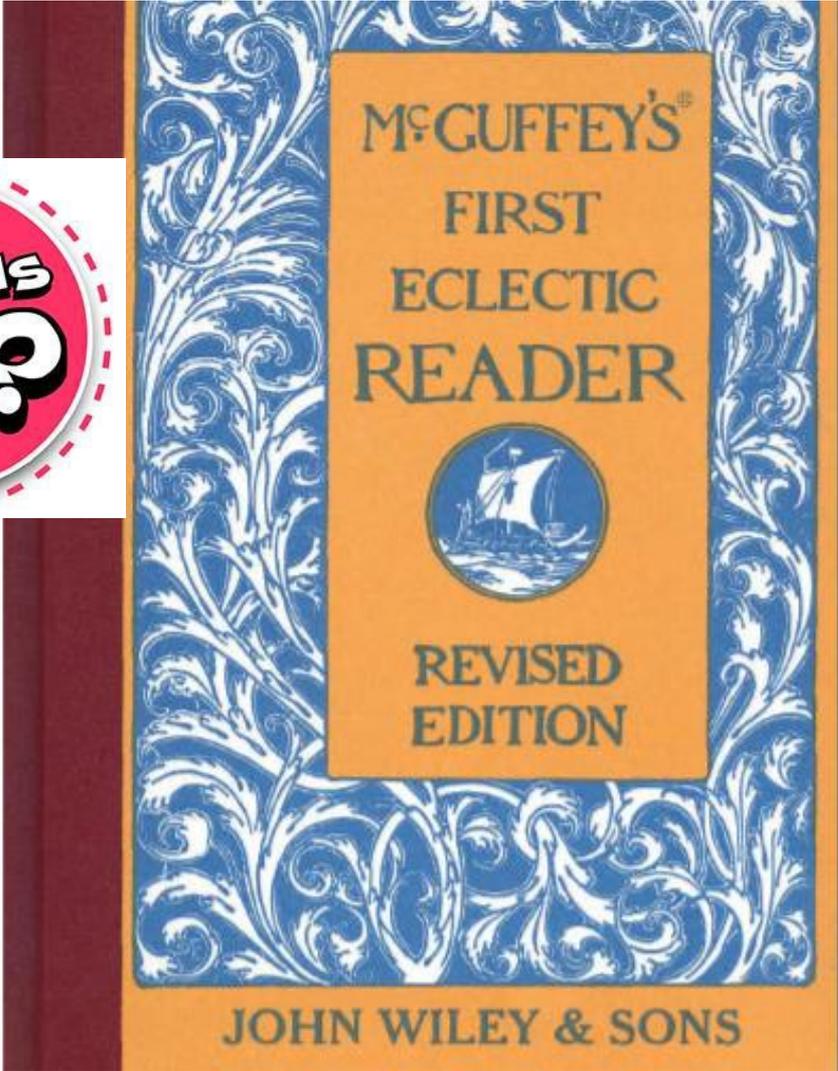
The cat. The mat.

Is the cat on the mat?

The cat is on the mat.

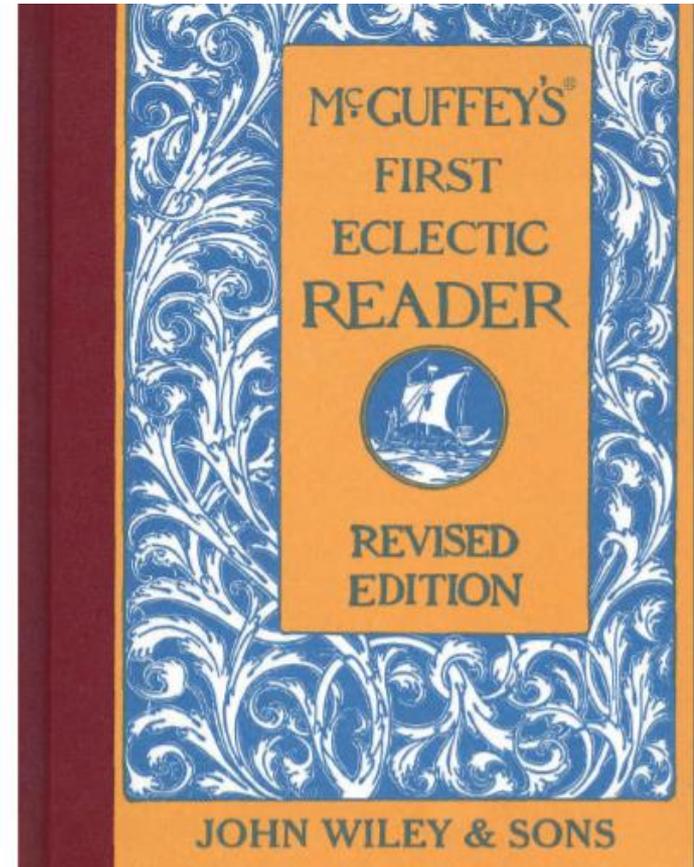


cat mat is on
e t i m s

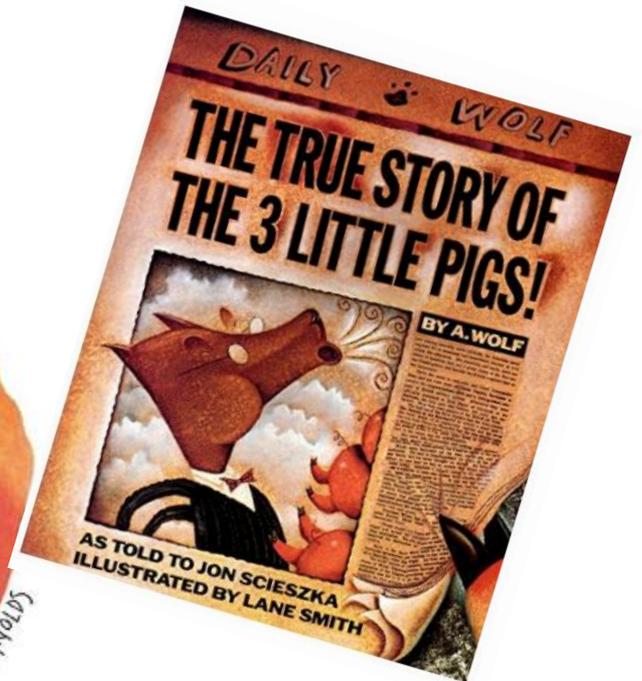
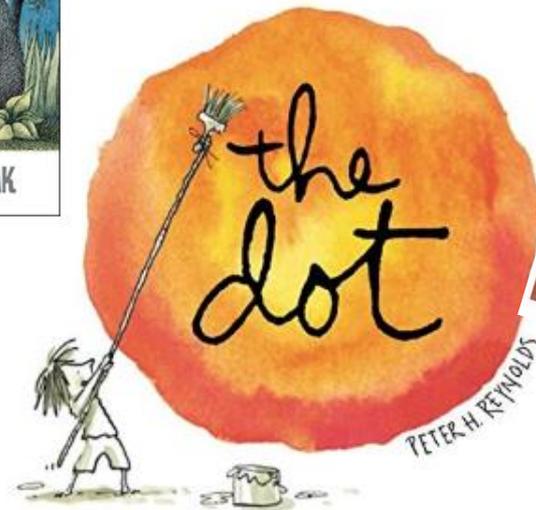
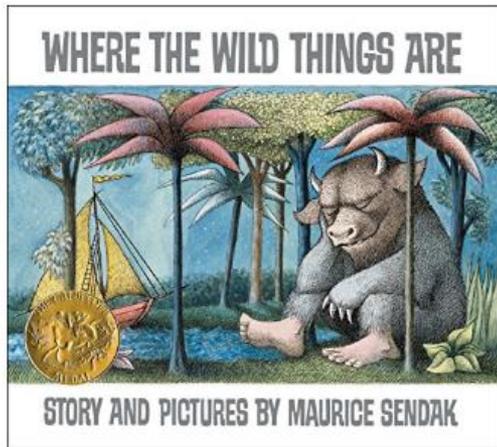


McGuffey Reader

This is a school-book for young students in the early 1900s that helped them learn how to read.



Today, First Graders read...



And that's the way it was.

How are things different today? Can you match the items from long ago to the item today?



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Sorting Game

Then and Now



[Click HERE to play the Game](#)

How are things different today from the past?
Can you match the items from long ago to the item today?

1. Click on the link above.
2. Choose a card with your cursor, then find its match from a different time period. For instance, an image of a kerosene lamp from long ago would be matched with an item that would provide light to people today, such as a table lamp. Have fun!
3. If the two cards match a green frame will appear around each card. The two properly matched cards will disappear when you move to the next card choice.
3. If you want to play again, press the back arrow at the top to shuffle the cards and try again.



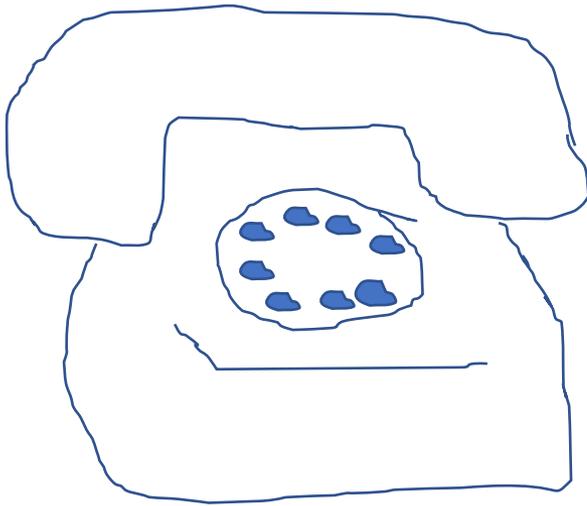
Think about items you use everyday, like a pencil. Did students in first grade always write or draw with pencils? If not, what did they use?

What's
Next?

- Make a chart of Then and Now items.
- Draw a picture for each Then and Now item.
- Write a story about the Then and Now items.

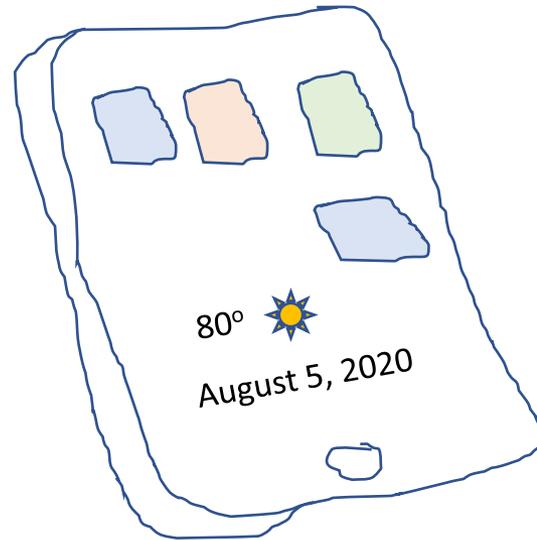


Then



Rotary Dial Telephone

Now



Cell phone



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Then and Now Venn Diagram

Then

dial
two parts connected
with a cord



cord
black
shiny
ring tones
phone calls

Now

buttons
apps
camera



 Extension Activity 1 Handout

Name _____

ARTIFACT THEN AND NOW

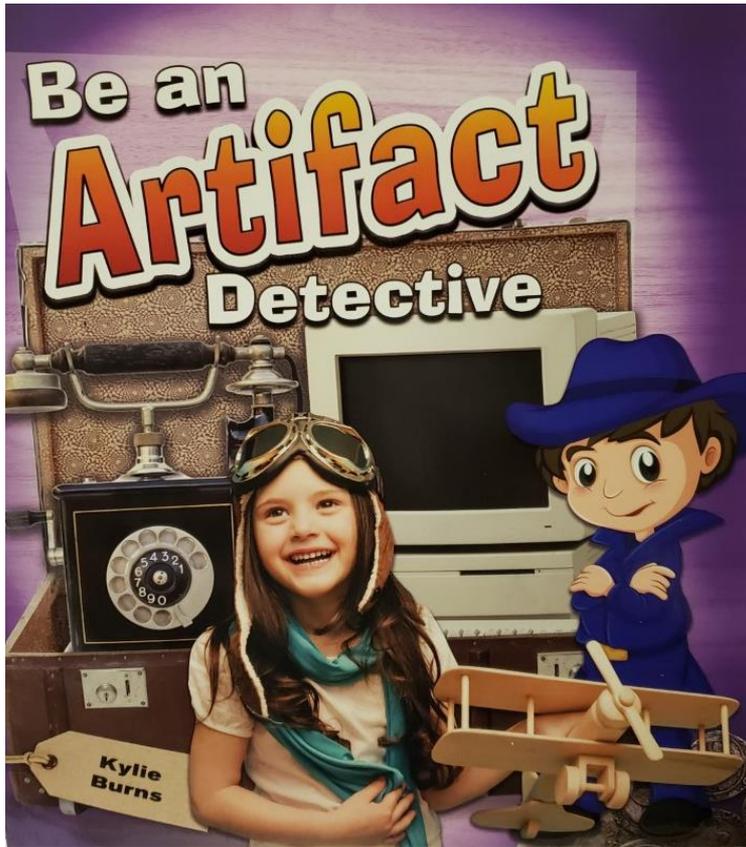
What is your favorite artifact? _____

Using words or pictures show the differences between how the artifact was used or looked then and nowadays.

Then (Past) BOTH Then and Now Now (Present)

Notes: _____





Check your local library, at school, or online for more books about artifacts, old photographs, old texts, or archeology.





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HISTORY MATTERS

Respect the Past

Create the Future



**Thank you for visiting the Delaware County
Historical Society Curriculum Resources.
Additional educational resources may be found on
our website at**

<https://delawareohiohistory.org/learn-at-home/>



Questions? Contact us at Info@DelawareOhioHistory.Org



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