



Presents:

# Artifact Detectives: Presenting a View to the Past

A Social Studies Unit for Grade Four  
Based on Artifacts from  
the Hilton Convention Center  
Excavation

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## Introduction:

# Artifact Detectives

**Description of the Project:** In 2004 when excavation began for the Hilton Convention Center, a large number of artifacts were discovered. Excavation ceased, and the artifacts were removed by Applied Archaeological Research, directed by Bill Rousseau. Those artifacts which were not catalogued, cleaned, and cross-mended will be made available to schools through a grant from the **Washington State Department of Archaeological and Historical Preservation, in partnership with Clark County, Washington.**

**Description of the Learner:** In fourth grade, students use their understanding of social studies concepts and skills to explore Washington State in the past and present. Students learn about the state's unique geography and key eras in early Washington State history. They use this historical perspective to help them make sense of the state's geography, economy, and government today. The cognitive demand of many Grade Level Expectations begins to include analysis and asks students to look at issues and events from multiple perspectives.

Additionally, current research supports the role of highly engaging, hands-on learning to bring curricula to life for students. Currently, most school districts in Washington implement hands-on strategies in math, science, social studies, and writing. Therefore, this unit will provide a variety of experiences to engage students in learning about artifacts, archaeology, history, and culture to enhance Social Studies learning.

## Washington Social Studies Skills for Grade Four:

- EALR 5.1.2 Evaluate the accuracy of primary and secondary sources
- EALR 5.2.1 Creates and uses a research question to conduct research on an issue or event
- EALR 5.2.2 Understands the main ideas from an artifact, primary source, or secondary source describing an issue or event
- EALR 5.4.1 Draws clear, well reasoned conclusions and provides explanations which are supported by artifacts and/or primary sources in a paper or presentation

## Washington Literacy Skills for Grade Four:

### READING:

- EALR 2 Understands the meaning of what is read. Includes monitoring, activating schema, questioning, creating images, inferring, determining importance, and synthesizing
- EALR 3 Reads different materials for a variety of purposes, including literary and informational text forms and features

### WRITING:

- EALR 1 Understands and uses a writing process
- EALR 2 Writes in a variety of forms for different audiences and purposes

### COMMUNICATIONS:

- EALR 1 Uses listening and observation skills to gain understanding
- EALR 2 Uses communication strategies and skills to interact/work effectively with others, including collaborative and intercultural skills

## Part One: Understanding Clues

**Objective:** Students will be able to make conclusions about their teacher from representative artifacts the teacher provides.

Objective: Students will assemble and share personal items which could be clues to others viewing the items

Objective: Students will understand *archaeology* is a study of the past, and artifacts are items which give us evidence.

- Introduce “Archaeology Notebooks”. In a guided lesson, show students how to set up a table of contents page, with the date, title, and page for each lesson. This will be updated at the beginning of each investigation. Estimated time for setting up the Table of Contents and Glossary pages will vary from class to class, but usually is about 30 to 45 minutes. You may also want to introduce **observational drawing** as a way to accurately record what students see and investigate.
- Bring to school a brown bag of items from home, which are “artifacts” of your interests and hobbies, people in your family, places you have lived or visited, and other items which give clues to your past. Introduce them to your students as artifacts, or clues to your history. Explain that by looking carefully at these items, students will learn some things about you. Direct small groups to engage in discourse about what each object is, and what they can deduce. Ask students to write down their observations and how they can tell from the clues. **Use as formative assessment #1.**
- Begin a language matrix chart on chart paper, to support students with new vocabulary they will learn in this unit. Add to it each day. Have students duplicate it in a section in the back of their notebooks marked *Glossary*.

Word	How we say it	Meaning	Drawing
artifact	Ar- ti- fakt	Item from the past	

- Ask students to share some of their observations and what the clues tell them about you. Encourage “good detective work.” Collect notebooks to check student understanding. List points to clarify for the next day.
- Tell students they too will be sharing artifacts from their own lives. Explain that they should bring small items which will give clues to their interests, travels, sports, hobbies, family, etc.
- Send home brown lunch bags with a note to families, introducing the unit and asking for help for the students to collect small items which give clues about them. Items and bags should be returned without names on them. Include a due date to help families prepare. (see *Teacher Resource 1: Family Note*) Ask students not to share them with others in the class until all are ready.
- As brown bags arrive, keep them in a secure location. As part of a positive classroom culture, you may start sharing them by drawing one or two at a time. Have students examine them for clues to the person and their interests. If some students are having difficulty bringing them back, try to help them think of items they can easily collect and help them make a list.
- Alternative: Have students share bags at table groups of four. Be sure to send home the items as soon as activities with them are complete.

NOTES:

*This year my class is made up of six English Language Learners whose home language is not English. There are seven students new to our school, some having attended other schools in our district, but most were new to our state. My total class number is 26. Because of the proportion of students who might be more uncomfortable because of language/cultural differences, or who are new to the school (12/26), I chose to have the students use the brown bag activity to introduce themselves and their interests. This replaced the guessing or deductive elements I intended in the lesson above. The way I conducted it with children sharing their own artifacts as a way to introduce themselves to each other was successful in helping them learn about each other more quickly. Students identified similar interests and hobbies and soon were at ease together.*

## Part Two: Culture

Objective 1: Students will demonstrate basic understanding of cultural universals of place, time, family life, economics, communication, arts,

recreation, food, clothing, shelter, tools, utensils, transportation, government, and education.

Objective 2: Students will learn that the geography of Washington State helps us understand global trade.

- In this lesson, students will compare and contrast traditions and values of Vancouver citizens influenced by growing trade and changing values in 1870 to 1920 to Vancouver citizens of today.
- Students will construct a simple timeline of historical events in the Vancouver area.

Objective 3: Students will understand artifacts are primary sources from history.

- Students will learn to use the New Brunswick guidelines for analysis of artifacts.
- Students will learn about the tools and procedures for handling artifacts.
- Students will use field notebooks to record questions, observations, drawings and measurements as part of the Inquiry method.

### **Lesson one: What is Culture?**

***Introductory questions: What do we mean when we say “culture”? What are the components of culture? How does geography shape culture? What are parts of your family culture?***

- On chart paper, list components of culture as students suggest them. You might ask questions which lead them to other parts of culture or choose to limit how many components your class focuses on. This chart will support students as they begin to think of culture components in their own lives.
- Tell students to think of customs, foods, games, clothes, expressions or language(s) which are special to their families. Help them to construct a t-table to record each part of their own family culture. Provide time for them to share what they make with each other, either with learning groups or with the whole class. You may want to display these charts to celebrate the diversity of your classroom.
- Ask what evidence of each part of their culture they might be able to find at home, or provide magazines for students to cut and paste pictures on their charts.
- Alternate art project: Students create a collage of their family culture. They may include flags, maps, magazine pictures and words, family pictures... whatever they can glue on their 12 X 9 inch paper.

Comment [1]: The discussions about culture has continued to be an element of all we do in Social Studies. It has been a common thread as students learned about tribes indigenous to Washington, early states, and sharing about students' own cultures has become quite frequent. It set the stage, language and safety zone for many discussions about individual cultures.

**Lesson One, Part two: Where do your things come from?**

- Ask students where the things their family buys come from. Most likely they will say “The store” or “We buy them.” Encourage discussion about how they get to the store before we buy them.
- What forms of transportation bring items to our stores?
- How else can we get things we use, wear, and eat?
- Next, ask how the early citizens of Vancouver got the things they used in their homes and jobs. (Oregon Trail: wagons carried belongings for a new life. Goods came from the East coast, the Midwest, or even from Europe. People ordered from catalogues such as Sears or Montgomery Ward. They bought items brought by ship to the West Coast or up the Columbia River. They also made some clothing and household items or purchased them ready-made from a mercantile store).
- What forms of transportation did the early Vancouver citizens rely upon?
- What forms of transportation brought goods to Vancouver citizens?
- Nowadays, shoppers have easy access to shopping in Oregon. How did early citizens cross the Columbia River?

Comment [12]: The class learned that the Columbia River Bridge was not constructed until the 1900s. Students commented on the difficulty of crossing the Columbia for supplies or trade.

## Part Three: Meet the Convention Center Artifacts

Introductory questions: What is history? Who writes it down? Who decides what to write? Do all people who write it down tell the same story about an event? *What helps us understand more about the past?*

Prepare materials: Assemble one of each item from the Artifact kit in a brown bag:

Sieve, toothbrush, wire brush, water basin, cm/mm ruler, rubber gloves, masking tape

### Lesson One:

- Randomly choose students one at a time to come up, reach in the bag, and then have them ask other students in the class to guess what it is and what it is used for by archaeologists.
- As students guess, verify or explain each item from the kit.
- Introduce cleaning stations and procedures for handling artifacts.
- Explain that students will be doing detective work and will have to follow certain rules, such as wearing gloves for safety, taking turns, and sharing ideas.
- Teachers may opt to have groups take turns with washing, observing, measuring, and recording in field journals. This process may take several days until all artifacts have been cleaned, drained, and recorded.
- Students wearing gloves begin to wash and brush artifacts. Cleaned items are placed on drying rack to dry overnight.

Lesson Two: Remind students to use scientific methods, including measurement, sensory descriptions, and observational drawing in their field notebooks.

- Students should include questions they wonder about in their notebook for further research.
- Display in the classroom the (modified) New Brunswick method of analysis:

1. Let go of biases. Do a visual analysis using observations, measurement, and descriptive words for texture, shape, size, color, and weight. Record in field notebooks.
2. Use supplementary data. Compare and contrast to similar objects which other table groups have cleaned. See if there are matching pieces.
3. Confirm what you think about the artifacts by using resources from the kit or the Internet.

**Notes:** *We did this lesson after “practicing with a “dig kit” I prepared at home. It was a 18 gallon plastic container filled with sand and gravel. Inside the gravel I placed layers of sand, “artifacts” from a junk drawer, gravel, then more sand, etc. Students spread a large tarp on the school lawn, with an additional bucket to collect the earth materials as they were removed from the “dig”. There was a tray for them to collect the “artifacts” for later cleaning. Students worked in groups of three or four to dig into the sand and pull out “artifacts”. In this way, each got some experience with the unearthing. They were then ready to begin with the actual artifacts from the Museum kit.*

### **Lesson Three:** What do archaeologists do with artifacts?

- When the artifacts are dry, ask students what they noticed when they were cleaning the artifacts. (some pieces have similar patterns or materials) Ask students how the pieces might be sorted. Students may have many different ways to sort them.
- Ask students to wear gloves and to sort the artifacts for similar pieces they might be able to re-assemble.
- Demonstrate using masking tape to fit some pieces together.

Students may try some cross mending with masking tape. Teacher should choose larger sized pieces and have the students wear their protective gloves. Groups can have some members assembling and others can hand tape to them. They can reverse the jobs so everyone gets to have a turn. This may take some time to learn to use the tape effectively. They will try to identify what category each item belongs in from those below:

- Tools
- dishes
- Food waste (bone or shell)
- Metal
- Medicine bottles

Students will also try to identify artifacts from the field guide references included in the kit. Teacher will demonstrate how to use the guides, some of which identify pieces by shapes, and some which use labels or identifying marks on the bottom surface. Allow time for students to refer to guides, internet sources, Clark County Historical database, and deciding uses of the items.

Students will be able to make notes and observational drawings in their field notebooks about the items they identify and will include the sources which helped them make the identification. If the piece is cross-mended, students should include details of cross-mending, drawing of identifying labels or manufacturing marks. (See historical reference guide notebook from the kit)

*Note: We had a day when Jessica Hale, of Applied Archaeological Research came to our classroom. She spent time presenting information about what archaeologists do and how she personally became an archaeologist. She also presented clues about herself using the items from a brown bag she brought. This was an instant connection for the kids. They were very excited she was there, and as she began teaching them to was and sort their artifacts, students appeared to try to take on the role of archaeologists.*

**Lesson Four:** Analyze the Artifacts

Now that students know more about the artifacts, what does this tell us about the culture of the families who used these items? For each item, have students work in groups to talk about the items they cleaned and/or identified. Tell them each item is a clue.

The teacher can construct a large chart on which each item will be shown, including what it is, what it was used for, and what the clue tells us about the household.

Artifact	What is it?	Use?	What does it tell us about their household culture?

*Note: Students also put this graphic in their journals. They included measurement and descriptions of each piece.*

## Part Four: Photos from the Past

In this section, students will be introduced to other primary resources, such as photos, historic maps, and primary source letters or other writing. Encourage students to look carefully in photos to gain clues from the background, clothing, and buildings. (Hand lenses or magnifying glasses would help students.) Photos included in the kit are those of unidentifiable people, and were donated by Vancouver citizens to Clark County Historical Museum.

### Lesson One:

- Investigation: “Look at each photo carefully, and in your field notebook, list details from photos which could be clues to understanding the person/place in the photo.”
- Teachers allow time for groups of students to look at each photo in their group. Use hand lenses to magnify details.
- Question: “Using your observations of clues in the photos, what can you tell about the people in your photo group? What clues did you see? What do the clues mean?”
- Allow time for sharing with the whole class, since groups will have different sets of photos. Remind them people in the photos would have likely been the users of the artifacts students have worked with in previous lessons. Did students find any clues to the culture of the people they observed? What were the clues, and how did they help? Could students tell if the people lived in town or in the country by their clothing or by their background in the photo? How?
- If the class has access to a computer lab, introduce students to the Clark County Historical Museum web site, specifically the database of photos. Students can work with partners to see and take notes on other available photos from this time period. Some of this information will be included in the comparison and contrast lesson the next day.

## Lesson Two:

- Question: “How has Vancouver changed over time?”
- Students and teacher will together construct a timeline of changes to the Vancouver area. Begin with trade among tribes inhabiting the areas adjacent to the Columbia River, beginning about 10,000 years ago. Include information about Lewis and Clark’s Corps of Discovery, 1804-1806. Hudson’s Bay Company established the original Fort Vancouver, a major part of the fur trade. Include the history of the Westward Movement, Dr. John Mc Loughlin as chief factor and early settlement in Vancouver. (See *Teacher Resource Page VI*)
- Maps of Early Vancouver and Present-day Vancouver: Provide laminated maps from kits to groups of three or four students. Points to identify:
  1. Esther Short Park
  2. Fort Vancouver
  3. Army Barracks and Officers’ Row
  4. Fourth Plain Avenue
  5. Mill Plain Avenue
  6. Main Street
- Compare/contrast maps of Vancouver: Using maps donated by Arnold Map Service, students will study maps of different times in Vancouver, and prepare statements about how they are alike and different.
- **Formative Assessments:** #1. Analysis of timeline and maps: Students discuss events of timeline, select events and places on maps they can use as evidence to construct a description of what Vancouver was like in its early days. #2. They then are able to compare and contrast Vancouver then and now, using a T-chart. (see *Teacher Resource Page VII*)
- **Possible Field Trips:** Student field trip sites could include a walking tour of Esther Short Park, Clark County Historical Museum, and a walk near the Columbia River. The Old Apple Tree (1829) and the Fort Vancouver Confluence Project Bridge are also within walking distance of Esther Short Park, as is the sculpture of Ilchee, Chinook Indian woman related to Chief Concomly. Ilchee was honored for

warning people away from an area infected by smallpox, thus saving



their lives.

### Lesson Three: Other Primary Sources

Remind students about definition of primary sources: artifacts, maps, photos, and first-hand accounts from the past. They have been collecting clues to the past from artifacts, photos, and maps. Tell them today, they will be reading some primary sources, such as letters and articles from early Vancouver.

- Some of the letters or other materials are in cursive handwriting that may be difficult for children to read. Provide the manuscript version with the cursive version to ensure access to the text.
- Depending on your group, you may want to have students work with partners or in a trio. Make sure each group includes a more accomplished reader, and provide other jobs within each group, such as illustrator and reporter. You can designate jobs before the task begins.
- Each group will be able to share their primary source with other groups. Give each group large blank paper or poster board. They should be able to tell who wrote the letter or text, what it was about, and what it tells us about early Vancouver. They can illustrate with a drawing of a main idea.
- Allow each group time to present. The reader and illustrator can hold the poster, and the reporter can share their information. Other groups can ask questions or give comments about how the information connects to other things they learned about early Vancouver.
- When all groups have had time to share, post the primary source posters with names of each participant so other students can look at them more closely.
- **Formative Assessment:** each student will reflect in their field notebook about what they learned about their primary source.
- **SUMMATIVE ASSESSMENTS:** See choices provided by an open-ended learning experience or by a final test of student learning on the following pages.

# Teacher Resource Pages

*Teacher Resource I*

Dear Families,

This year we have a wonderful opportunity in Social Studies to learn about Vancouver's early days. Through a special grant to Clark County Historical Museum, children will be able to learn about the past from artifacts recovered from the area around Esther Short Park. These artifacts do not contain any culturally sensitive or human remains, but are primarily from the buried yards of people who lived in the area from about 1870 to 1920. Students will learn about the cultures, trade, and travel of Vancouver's early citizens. They will also learn about the role archaeology plays in helping us understand history.

In the first part of our unit, students will be getting to know the teacher and each other by investigating items which are "artifacts" of our pasts. Each student is asked to bring about five small items which tell something about their interests, hobbies, family, pets, travels, etc. These items should be unlabeled, and the bag the teacher provides for you should also be unmarked. As we study the contents of each bag, students will be able to learn some things about each other. Please help your child find some little things for "clues". These bags will be kept in a secure location and returned to each owner.

Later in the unit, students will have the chance to clean and study actual artifacts from the Hilton Hotel excavation, to research the time period, where these early Vancouverites came from, and why Vancouver is historically important. They will learn about many kinds of sources of information about the past, and about how the past shaped the present-day Vancouver. This unit will lead to other studies about Washington state history and geography. I look forward to sharing these exciting lessons with our class.

Sincerely,

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teacher name

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school phone number

## Key Concepts of Culture

**Symbol:** A sign that represents one or more meanings. Signs and meanings are linked by social convention. Examples: language, gestures, and art.

**Language:** A rule-governed system of communication using vocal and written symbols (words) that have common meanings among all members of a linguistic group.

**Values:** Socially created ideas about what is desirable and worthwhile in life, which may guide people's goals, choices, and judgments.

**Norms:** Standards or codes of behavior, including expectations and obligations, which are specific to particular social settings. Examples: manners, customs, and laws. Fulfilling or violating norms often results in positive or negative sanctions.

**Material culture:** Material culture includes physical artifacts (e.g., adornments, buildings, and weapons) and the ways that societies produce and use them.

**Subculture:** A system of norms, material artifacts, and other cultural elements shared by a minority of people within a society that distinguishes the minority from the rest. Subcultures are often seen as dominated by their parent cultures.

**Cultural capital:** Cultural elements such as knowledge or taste used as a form of wealth, often to distinguish oneself from others and gain access to elite circles and opportunities. Seen as a means by which inequalities are maintained alongside formally equal opportunity.

**Cultural universals:** Elements common to all cultures or societies, though they may take different forms in different societies. Examples: funeral rites, cooperative work.

**Cultural relativism:** The position that there are no universal cultural values or ideas. A culture can only be understood on its own terms, not from the perspectives of other cultures.

**Ethnocentrism:** A tendency to judge all cultures in terms of one's own; a belief that one's own culture is morally, intellectually, and/or aesthetically superior to all others.

**Ideology:** A system of ideas and values that justifies a particular political or social program.

**Conflict theory definition:** A system of ideas and values that justifies one group's subordination of another by presenting a distorted view of reality that conceals power imbalances and reflects only the experiences of the powerful

## Cultural Universals

All societies have behaviors, objects and things that define that culture or society. These are called Cultural Universals. There are seven cultural universals.

**Environment:** the conditions that influence the lives of a group of people (climate, geology, geography, habitat, wildlife communities).

**Economy:** the structure the society establishes to distribute goods and services (jobs, trade, goods, shelter, services, communication, transportation, technology, clothing, business, tools).

**Institutions:** the long-lasting ways of doing things that are important to people's well being (government, family, education, places of worship)

**Beliefs:** Those things a group of people believe to be true. (morals, values, customs, religions, ethnicity, traditions)

**Language:** the use of a set of symbols, spoken or written, to communicate ideas or feelings (symbols, alphabet, words, expressions, pronunciations).

**Art:** stories and artifacts passed down explaining their culture (dance, literature, art, music, theater, folk tales, crafts).

**Recreation:** the holidays and games used to enjoy a culture (games, art, toys, media, holidays, festivals).

**Directions:** Create a t-table to identify the cultural universals as they apply to your family. Be ready to share with others.

EXAMPLE: **Cultural Universals in My Family**

Environment	WA. State, near Columbia River, town of Vancouver, Evergreen School District, Pioneer Elementary School, near farms and forests
Economy	Both parents work, I mow lawns for money, and we all save mone.



## Esther Short: Who Was She?

By Janet Dondelinger

If you have been to downtown Vancouver, Washington, you probably have been to Esther Short Park. This park has tall shady trees, a stage for bands to perform, and every weekend, it has the Vancouver Farmers' Market. It also has a wonderful fountain and carillon which rings out for all of downtown to hear. Just across the street, you can find the Hilton Convention Center, shops, and apartments. It's a great place to go for a walk or to listen to a concert. But have you ever wondered about the person for whom the park was named?

Esther Short was a remarkable woman. She had a long and eventful life as one of Vancouver's first citizens, and she is the person who deeded the land for the city to build the park. All of that happened years after she first came to the place we now call the city of Vancouver. Let's go back in time and find out more about her and her family.

Esther didn't always live in this area. She was born in Tioga County, Pennsylvania on December 24, 1806. Her mother was Algonquin and Cherokee, (Native American) and her father was of German descent. When Esther was 23, she married Amos Meade Short in Pennsylvania on November 22, 1829. They and their two children moved to Michigan, and later to Illinois. In 1841, there was no school in Ustick Township where they lived, so the loft of the Short cabin became the town's first school.

By 1845, the Shorts had seven children: Curtis, Jerusha, Drusilla, Amos Clark, Samantha, Aubrey B., and Alfred. Two other children had died. The whole Short family joined a wagon train and headed for the Oregon Territory. The Shorts had heard there was free farmland with rich soil. It was a rough trip for a family with so many children. By the time they reached Fort Hall, Idaho, Esther gave birth to another son, Grant Hall Short. Still they continued westward. Another daughter, Esther M. Short, was born in Oregon, and their last child, Hannah Emmaline, was born in Vancouver on September 5, 1850.

The Short family had their eyes on land near Fort Vancouver when they arrived in December 1845. Fort Vancouver was run by the Hudson's Bay Company, who wanted to keep settlers on the south side of the Columbia River.

There was a treaty between the United States and Britain, which owned the Hudson's Bay Company, establishing property rights for the Company and all British subjects. Because of this treaty, the Hudson's Bay soldiers continued to send settlers back across the Columbia River to the Willamette Valley to settle.

Soldiers came countless times to knock down the fences the Shorts build to mark their land claims.

Amos had so many arguments with the Hudson's Bay Company soldiers, he was not allowed to buy supplies there. He had to travel to Oregon City to purchase supplies. Once while Amos was away, Hudson's Bay men forced Esther and her children onto a raft with only one oar and sent them adrift on the Columbia River. Esther somehow managed to steer herself and the children safely ashore, and they returned home.

In the spring of 1850, an officer from Hudson's Bay Co., Dr. Gardner, accompanied by a Hawaiian servant confronted Amos. He and Amos both wanted the same piece of land. Dr. Gardner refused to leave when Amos told him to go. Shots were fired, and the Hudson's Bay men were killed. Amos had to stand trial, but the court eventually acquitted him when they ruled the killings were in self defense.

While Amos was in jail, a French-Canadian Lieutenant visited Esther and tried to convince her to move her family back to Oregon. Esther became angry, reached across her rail fence, and slapped the lieutenant so hard across the face she knocked him to the ground! Peter Ogden, who was then the Chief Factor of Fort Vancouver, laughed when he heard about this, and decided to let the Shorts keep the land. He admired Esther's determination and fearlessness.

In 1853, Esther became a widow. Amos had gone to San Francisco to establish trade, but on his return trip, his ship, the *Vidalia*, was wrecked on the Columbia Bar. Four bodies were recovered, but Amos was not one of them. Esther was left alone to care for their children.

Later that year, Esther filed her claim to 640 acres, from West Fourth Plain to the Columbia River. She began to help build the city. Esther opened a restaurant to help support her family. The next year, she opened the city's first hotel, the Pacific House on South Main and 2<sup>nd</sup>.


She donated the land for a city park in 1855, including in the parcel a long strip of waterfront land for the city. The city park she gave Vancouver is now known as the oldest public square in the state. It has undergone many changes, but it still is a special place, just as Esther Short envisioned it.


Esther's children went on to be prominent citizens of early Vancouver. She died on June 28, 1862, but we have a wonderful park to help us remember Esther Short's courage and determination. I think she would be pleased to see how many people today enjoy the land she gave.

*Bibliography: Information from History Link.*

*Teacher Resource Page V*

## New Brunswick Method of Analysis:

1. Let go of biases. Do a visual analysis using observations, measurement, and descriptive words for texture, shape, size, color, and weight. 

2. Record what you see in your field notebooks. 

3. Use supplementary data. Compare and contrast to similar objects which other table groups have cleaned. See if there are matching pieces.



4. Confirm what you think about the artifacts by using resources from the kit or the Internet.



- Circa 8,000 B.C. – Columbia River Tribes and Columbia Plateau Tribes establish trade on the Columbia River from Idaho and Celilo Falls to the Pacific Ocean.
- 1775- First European contact. Half of Indigenous population dies from smallpox as a result
- 1806- Corps of Discovery under command of Meriwether Lewis and William Clark encamp in area near Vancouver, report area as favorable for settlement
- 1806 to 1850- Chinookan tribes are reduced to fewer than 80,000 by diseases brought by settlers and explorers
- 1824- Fort Vancouver is established by Hudson’s Bay Co. as a major fur trading post
- 1825 to 1846-- Dr. John Mc Loughlin serves as Chief Factor of Ft. Vancouver
- 1832- Mc Loughlin establishes the first school of the Oregon Territory
- June 15, 1846—U.S. and Britain sign the Oregon Treaty granting Oregon Territory to U.S.
- 1852--U.S. Army Barracks established (prominent officers stationed here included Ulysses S. Grant, Phillip Sheridan, McClellan)
- 1855- Esther Short deeds land for city park, now Esther Short Park
- January 23, 1857—City of Vancouver is officially founded
- 1859-1860- Vancouver is the temporary capital of Washington
- 1870—Downtown Vancouver grows
- November 11, 1889—Washington becomes a state
- 1890- Livestock roam freely in Vancouver
- 1891- Main Street is paved, other streets remain dirt
- June 1894- Columbia River floods
- 1907- Privies and cesspools in Vancouver outlawed: people use them as dumps
- 1909—City Library built with funds from Carnegie grant (now the Clark County Historical Museum)
- 1911- City ordinance establishes office of City Scavenger to collect trash. Previous ordinances against dumping trash were ignored.
- 1917—Interstate Bridge is built, increasing travel and trade between Washington and Oregon
- 1944—Compulsory garbage and trash collection enacted
- 1958 – Interstate Bridge is rebuilt
- 1964—Clark County Historical Museum is established in former Ft. Vancouver Regional Library building
- 1977 – Construction of Glenn L. Jackson Bridge begins
- 1982 – Glenn L. Jackson Bridge is completed
- 1997—Esther Short Park is revitalized
- 2004—Hilton Convention Center excavation reveals artifacts from households of about 1870 to 1920

*Teacher Resource Page VII*

## Compare and Contrast Vancouver: Then and Now

How are these times of our city different?

<b>Vancouver Then</b>	<b>Vancouver Now</b>
<b>What about these times is the same?</b>	

*Teacher Resource Page VIII*

**Culminating Product: View to the Past**  
Optional Summative Assessment One:

Bloom's Taxonomy demonstrates different levels of understanding. See the table below:

Level	Thinking skills	Evidence
<b>1.Knowledge</b>	Read and gather information	Decode words, take notes, measure, record, follow directions
<b>2.Comprehension</b>	Understand information	Observational drawing, label, describe, sequence, learn vocabulary
<b>3.Application</b>	Use Knowledge and Comprehension	Make a timeline, note details from photos and maps,
<b>4.Analysis</b>	Think and form judgement	Conclusions from clues, construct context, make connections, compare and contrast
<b>Elements above have been covered in the previous lessons</b>	<b>Students may use this info to help them with the last two steps.</b>	<b>Student choice and independence is key to success with synthesis and evaluation.</b>
<b>5.Synthesis</b>	Create something new based on learning	Able to demonstrate learning with own choice of method (may include report, play, song, detailed poster, story, video, letters, PowerPoint, other)
<b>5.Evaluation</b>	Reflect on and score final product	Able to create scoring guide and reflection for own product

Using the chart above, teachers may assign a final summative assessment which incorporates student choice and helps in the evaluation of student learning. A student contract for the final product may be useful. (see *Teacher Resource Page VIII*)

*Teacher Resource Page IX*

Name \_\_\_\_\_ Date \_\_\_\_\_

### Student Learning Contract for Final Assessment of Learning

I agree to create and present a final project to demonstrate my learning about Artifacts and the early days of Vancouver, Washington.

My project will be \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Resources I might need are: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I agree to have my project ready to present to others by this date:  
\_\_\_\_\_

Student Signature \_\_\_\_\_

Teacher Signature \_\_\_\_\_

*Teacher Resource Page X*

Name \_\_\_\_\_ Date \_\_\_\_\_

### End of Unit Summative Test for Artifact Detectives

Vocabulary Test: write to tell what each word means

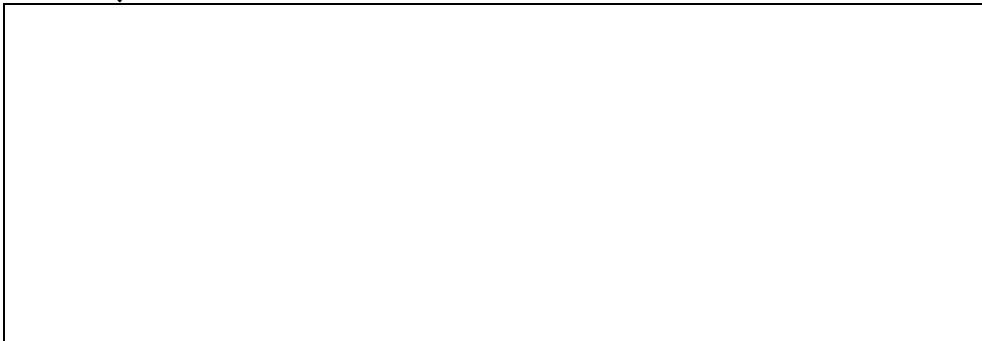
1. artifact \_\_\_\_\_

- 2. archaeologist \_\_\_\_\_
- 3. culture \_\_\_\_\_
- 4. history \_\_\_\_\_
- 5. primary resources \_\_\_\_\_

**Describe the steps for cleaning and identifying an artifact:**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_

**Draw your favorite artifact:**



**What did you learn about the past from this artifact?**

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## Glossary

Word	Pronunciation	Picture	Meaning
Archaeology	Ar-kee-all-o-gee	(students draw)	A science that studies human

			cultures by recovering artifacts, remains, parts of buildings, and other cultural items from the past.
Artifact	Ar-ti-fact	(students draw)	An item made by humans which gives clues to the past.
Deduce	Dee-duse	(students draw)	To use clues to form a conclusion
Detective	Dee-tek-tiv	(students draw)	A person who investigates
Word	Pronunciation	Meaning	Picture
Culture	Kul-chur	place, time, family life, economics, communication, arts, recreation, food, clothing, shelter, tools, utensils, transportation, government, and education of a group of people	Students draw
Sieve	Siv	Bowl shaped draining vessel	Students draw
Cross mend	Kross mend	Process of fitting pieces of an artifact together	Students draw
Primary resource	Pri -mary Re -sors	manuscripts, photographs, maps, artifacts, audio and video recordings, oral histories, postcards, and posters.	Students draw
Biases	Bi-uh-ses	Ideas formed before actual experience with a person or thing	Students draw

Post-Piloting Notes:

- Students included more drawing and measurement in their social studies notebooks. For them, the handling, cross mending, and trying to identify the artifacts were much more engaging. These activities also fostered

cooperative learning, using measurement tools, and greater understanding of how artifacts depict elements of cultures.

- In my sequence of instruction about Washington's past, September and October were the months I chose for this unit. Later in October, we received the Cathlapotle Education Kit from the Ridgefield National Wildlife Refuge. Students were respectful with the new kit's resources. They continued to enter information about the Chinookan Tribes, new words, and observational drawings.
- In one activity, we completed a three column t- chart to compare and contrast elements of the Chinookan traditional culture, early Vancouver culture, and our present day culture. Students were able to contribute suggestions for this activity, and clearly understood reasons for the comparisons.
- Maps donated by Arnold Maps were high interest items but were not used extensively, since they had not been laminated. Our school cut the availability of this product, so I was not able to laminate them. The next time I do this activity, I would hope to have the maps laminated to ensure their stability and safety. Some additional labeling on the maps would make them more accessible to students who are just emerging as readers or English Language learners.
- The text and photo resources were appropriate and helped students make sense of another time. On the cd "Vancouver, Then and Now", students repeatedly asked me to tell them what buildings they are now. Perhaps this is something we can do for the next round of instruction.
- Positive feedback from families was overwhelming. Our district did a good job of interviewing students and teachers about the unit and putting together a short video about what the students are learning and the origins of the project. This video was posted on YES TV, then later as a part of the districts. Still photos and an article appeared in our Evergreen Schools monthly newspaper. (see attached article). Overall, at conference time, parents across the board appreciated the additional learning experiences which came from this project. They felt their students were learning something in a different and more powerful way. Some of their comments are listed below:

"My daughter is getting to learn about things I didn't know about until I was in high school. The hands-on learning is helping her think and grow much faster this year."

"Elly is feeling excited about school this year. She is never bored because she knows she will get to work with ideas and materials most kids don't get. She likes learning about cultures and Vancouver history."

“Our son is being challenged to grow and think. Having the artifacts here helped him understand a lot more about people from the past.”

“My daughter now wants to be an archaeologist. She has loved being able to handle the artifacts and learn about archaeology. She understands a lot more about different cultures and how we learn from the past.”

“He’s in a class that offers challenges and a chance to think about things in a new way.”

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## *Bibliography*

“Vancouver Then and Now”, video, courtesy of Clark County Historical Museum

History Link: Vancouver, Washington: <http://www.historylink.org>

Fort Vancouver History and Culture  
<http://www.nps.gov/fova/historyculture/index.htm>

If You Lived One Hundred Years Ago, Ann Mc Govern,  
ill. Anna Divito, Scholastic.

If You Traveled West in a Covered Wagon, Ellen Levine,  
ill. Elroy Freem, Scholastic.

