

Lesson Title: Central Asia Case Study: Understanding Uzbekistan through Artifacts

Audience: High School World Geography

Time [in minutes]: 120 minutes

Materials/Classroom Supplies:

- Computers with internet access
- Archeologist Report Student Handout
- Artifact Description
- Artifact Activity (available full sheet or half sheet)
- Anthropologist Report Student Handout

Essential Question: What can we learn about a culture by analyzing artifacts?

Lesson

Approximate Minutes	Procedures/Instructional Activity
10 minutes	<p>In groups of 3, students will choose three artifacts to analyze. Possible artifacts are a bread stamp, ceramic tile, spices (coriander, dill, cumin, tea), embroidery, and silk paper. If you do not have access to physical artifacts, provide pictures or images for students to explore.</p> <p>Students will spend 2 minutes with each artifact. As a group, they will complete the archaeologist report, which includes:</p> <ul style="list-style-type: none">• D = Details: Describe the artifact (shape, color, texture, design, text, material, etc.)• Q = Question: What do you wonder about the artifact? What questions would you ask to figure out what it is?• C = Conclusion: What conclusion or inference can you draw about the artifact? What is it? What is it used for? <p>After groups have analyzed three artifacts, ask them to share what they believe the artifacts to be and record student responses on the board or in a shared digital document.</p>
45 minutes	<p>After you record students' predictions, provide groups with a copy of the artifact description which includes a short text about artifact as well as additional information, such as videos and websites, for students to explore. As they read and learn more about the artifact, students will complete the artifact activity station handout (available as a full sheet or half sheet).</p> <p>Details about the activity:</p> <ul style="list-style-type: none">• Bread Stamp resources

	<ul style="list-style-type: none"> ○ Video and “Sketch and Tell” critical thinking strategy ○ Website and “See Think Wonder” critical thinking strategy ● Ceramic Tile resources <ul style="list-style-type: none"> ○ Video and “Think the Ink” critical thinking strategy ○ Website and “Content Connection” critical thinking strategy ● Spices resources <ul style="list-style-type: none"> ○ Video and “One Word Summary” critical thinking strategy ○ Website and “Make Connections” critical thinking strategy ● Embroidery resources <ul style="list-style-type: none"> ○ Video and “Content Connection Sign” critical thinking strategy ○ Website and “See Think Me We” critical thinking strategy ● Silk Paper resources <ul style="list-style-type: none"> ○ Video and “Sequence” critical thinking strategy ○ Website and “Icon Make a Connection” critical thinking strategy
30 minutes	<p>After students have the context for how the artifact is used in Uzbekistan, groups will complete the <u>anthropologist report</u> using a website like the CIA World Fact Book. Groups will research information, including:</p> <ul style="list-style-type: none"> ● Location ● Physical geography ● Human adaptations ● Human geography ● Cultural characteristics ● Government ● Economy ● Other interesting or surprising information
30 minutes	<p>Students will individually respond to the following prompt to communicate their understanding content:</p> <p>What can we learn about a culture by analyzing artifacts? Provide at least three examples and make connections between what you learned about the artifact in the <u>artifact activity</u> with the information you wrote down on the <u>anthropologist report</u>.</p>