

The Artifact Box Exchange Network:

Helping Students Learn About
the Place Where They Live



Confratute

University of Connecticut

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Agenda

- Introductions
- Social Studies Standards and Practices
- History and overview of the Artifact Box
- What is the Artifact Box... & Clues
- What makes your town unique (practice developing clues)
- Readiness Activities
- Logistics and management
- Questions

Who are we...

Denise Reid

- Faculty, Department of Teaching, Learning and Foundations, Eastern Illinois University
- Methods Instructor at EIU including Social Studies (26 years)
- Was: Elementary teacher (19 years – MO/CT/AL)

Brian Reid

- First Confratute (1985)
- 3 Summers Program (1986-88)
- Doctoral program (1988-91)
- Director, Artifact Box Exchange Network (1988 – present)
- Director, Rural School Initiative Eastern Illinois University
- Was: Elementary, gifted and special education teacher; prepared gifted and special education teachers; project director; researcher/evaluator; and associate dean of school reform center (MO/CT/AL/IL/IN)

History of The Artifact Box Exchange Network

- Began as an assignment for a summer graduate course for in-service teachers at The University of Connecticut in 1983.
- The initial concept was developed by Scott Johnson (course instructor) and Heather Holmberg, a teacher in the Department of Defense Schools in Bierbergemund, Germany.
- Brian Reid took over operations in 1988 to expand the project. Scott left in 1997 when he became a principal.
- Has been marginally active during COVID.

Artifact Box Exchange Network

The Artifact Box Exchange is a national project to help students use research and collaborative learning to understand the development, geography, history, economics, culture, and nature of their region and town. Nearly 20,000 teachers have participated in 34 years.

Each participating classroom creates a mystery box of artifacts representative of their location based on clues provided in the guide. The students use community resources, research, and reference skills to gather information, and creativity skills to develop clues for the other class.

Place-based Education

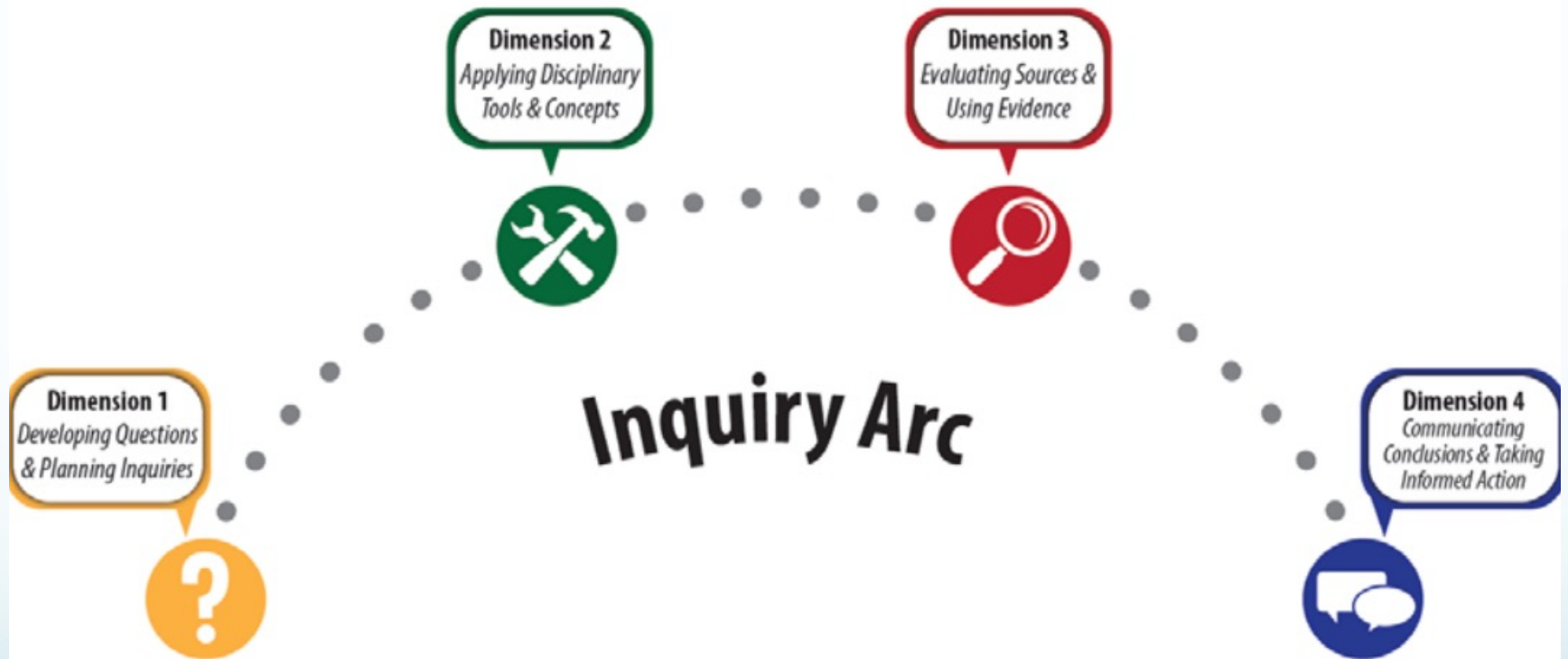
<https://www.tetonscience.org/about/place-based-education/>



<https://www.tetonscience.org/6-place-based-projects-to-inspire-you-in-the-new-school-year/>

C3 Framework &

C3 Framework



NCSS – Ten Themes

- Culture
- Time, Continuity, and Change
- People, Places, and Environment
- Individual Development and Identity
- Individuals, Groups, and Institutions
- Power, Authority, and Governance
- Production, Distribution, and Consumption
- Science, Technology, and Society
- Global Connections
- Civic Ideals and Practices

The C3 Framework Inquiry Arc's Four Dimensions	NCSS National Curriculum Standards: Learning Expectations	The Enhanced Contributions of the C3 Framework
1. Develop questions and plan investigations	Questions for Exploration	Builds on NCSS National Standards by focusing on the process of constructing compelling and supporting questions to develop inquiry skills.
2. Apply Disciplinary Concepts and Tools	Knowledge: what learners need to understand	Develops student knowledge of disciplinary content and concepts in purposeful, meaningful ways.
3. Gather, Evaluate, and Use Evidence	Processes: what learners will be capable of doing	Addresses the implementation needs of the NCSS National Standards by intensely focusing on developing skills for gathering and evaluating sources and making claims based on evidence. Intentionally aligns to the goal of the Common Core State Standards to draw evidence from informational text to draw conclusions.
4. Communicate Conclusions and Take Informed Action	Products: how learners demonstrate understanding	Develops skills to paraphrase information, construct summaries, make arguments, communicate conclusions, and apply learning as described in the Common Core State Standards.

ABOX Objectives

*As a result of participation in this activity **students** will have the opportunity to:*

- develop creative and critical thinking skills.
- conduct research about the community,
- compare their culture with communities in distant locations.
- become motivated to skillfully utilize advanced reference and non-print resources.
- use all possible resources (WWW and print) to gather, evaluate, and integrate information,
- gain knowledge of the content and processes used by many different disciplines (historians, geographers, archaeologists, geologists, sociologists, and many others).
- improve their attitude toward social studies and science instruction.
- locate and interview human resources for information finding.
- appreciate the importance of cooperation in group activities.
- appreciate the need to plan and organize one's work.

What is an artifact box?



An Artifact Box is a collection of “artifacts” representative of a geographical locale. The artifacts are selected or created by the students, and then organized and placed in a box to be sent to a “mystery” partner classroom in a distant locale. The receiving students use available reference materials and other resources to solve the clues and unearth the location of their exchange partners.

ABOX Sequence

- Assign clues to students or groups of students
- Investigate/research with community resources
- Design and package
- Send/receive
- Solve
- Evaluate

Clues

- Weather Forecast
- Geography and Landforms
- Non-Edible Vegetation
- Tree Leaves, Branch, and Bark
- Food Product
- Manufactured Product
- Population
- Typical Clothing
- Soil Sample
- Class Picture
- Telephone Book Sample
- Portion Of State Or Province Map
- Local Advertisements
- Rock Or Mineral
- Typical Home
- Regional/Local Foods and Recipes
- State Birds and Animal
- Animal
- Historic Landmark
- Famous Person
- Newspaper Headline
- Letter Envelope
- Recreational Activities
- Local Author or Illustrator
- Original Inhabitants and Immigration Patterns

Other Helpful Clues:

- National Park located near town
- Annual pageant or festival
- Picture of state quarter or logo from a company in the state or town
- State Flower, State Wild Animal, State Tree, or School Mascot.
- The oldest _____ found in your state or town the first _____ found in your state or town the most _____ found in your state or town etc.
- Include legends, myths, or folklore from your area.
- Include an edible clue that can be easily shipped.
- Include picture puzzles, brainteasers, riddles, hands-on activities, class videos, etc. to showcase clues.
- Include a picture of the state capitol building or well-known colleges, etc.
- Historical Event, Famous Homes, or Festivals
- Sports teams

Brainstorming Activity

- What makes your community (town, state, region, country) unique?

CHARLESTON, IL

- Recreational activities (*Lake Charleston*)
- Landmarks (*Lincoln-Douglas Debate*)
- Famous places (*Original Jimmy John's*) or people (*Tony Romo and Jimmy Garoppolo*)
- Festivities (*Broom Corn Festival*)
- Economic Centers (*EIU and SBLHC*)
- Resources (*Corn and Soybeans!!!*)
- Geography (*Embarrass River Basin*)
- Weather (*4 defined seasons*)

Select a Clue from the Artifact Box Task Cards...1

- **How would you research this clue?**
 - What academic resources/materials?
 - What community resources?
 - What knowledge/skills do you need to teach your students?
 - How could you learn more information about this clue and how could you present it in a unique and challenging manner?
 - How would you find the answers or verify the information for the clue that you have?
- **How would you represent the knowledge with an artifact?**
 - What skills would help your students think about different kinds of artifacts?
- **What skills do the students need to solve the clues?**
 - Who might be able to help them?

Clue Card: Clue #1

CLUE #1: Weather Forecast

Describe the weather in your region and town.

- Locate local newspapers/Internet weather sites and clip daily weather report maps and forecasts for each of the following months: February, May, August, and November.
- Make a copy of each of the four maps and forecasts, and include them as one clue. Be sure to blacken out, white-out or cut out any mention of your town or state name. You may want to mount each map on tag board and laminate the maps for durability.
- Another option is to copy the artifact on a copy machine after you have removed or covered up obvious information.

How to work with Clue #1

Where might you find weather reports?

What other ways could you illustrate the weather patterns of your town?

What clue might you give to the finder to help him or her read the weather maps and forecasts and determine your region of the country?

What are the best references for finding this information?

Include information like average rainfall, temperature, hours of daylight at different times of the year,

What are innovative or creative ways to display your information?

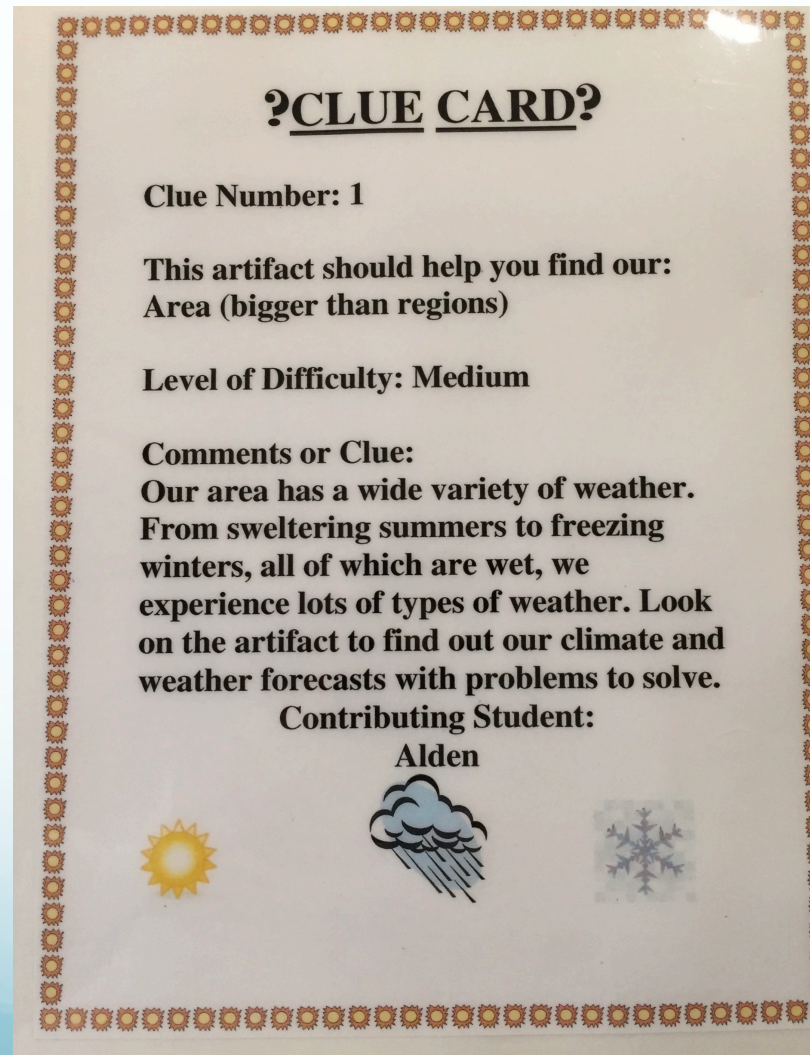
Example from Jackie Jette

Nantucket, MA

Clue # 1

	Feb.	May	Aug.	Nov.
Avg. Min. Temp.	27	$5 * (6 + 5) - 1$	66	$(7 * 6) - 5$
Avg. Max. Temp.	43	73	$(9 * 9) + 3$	55
Avg. Temp.	35	64	75	46
Avg. Precip.	2.8 in.	3.6 in.	4.3 in.	3.4 in.
Avg. Sunlight hrs./ day	5.8	8.4	8.3	5.2
Avg. Humidity	57%	51%	55%	56%
Avg. Wind Speed	3mph	3mph	3mph	3mph
Avg. # of days with frost	24	0	0	10

Clue # 1: This artifact will help you find.



Clue #7

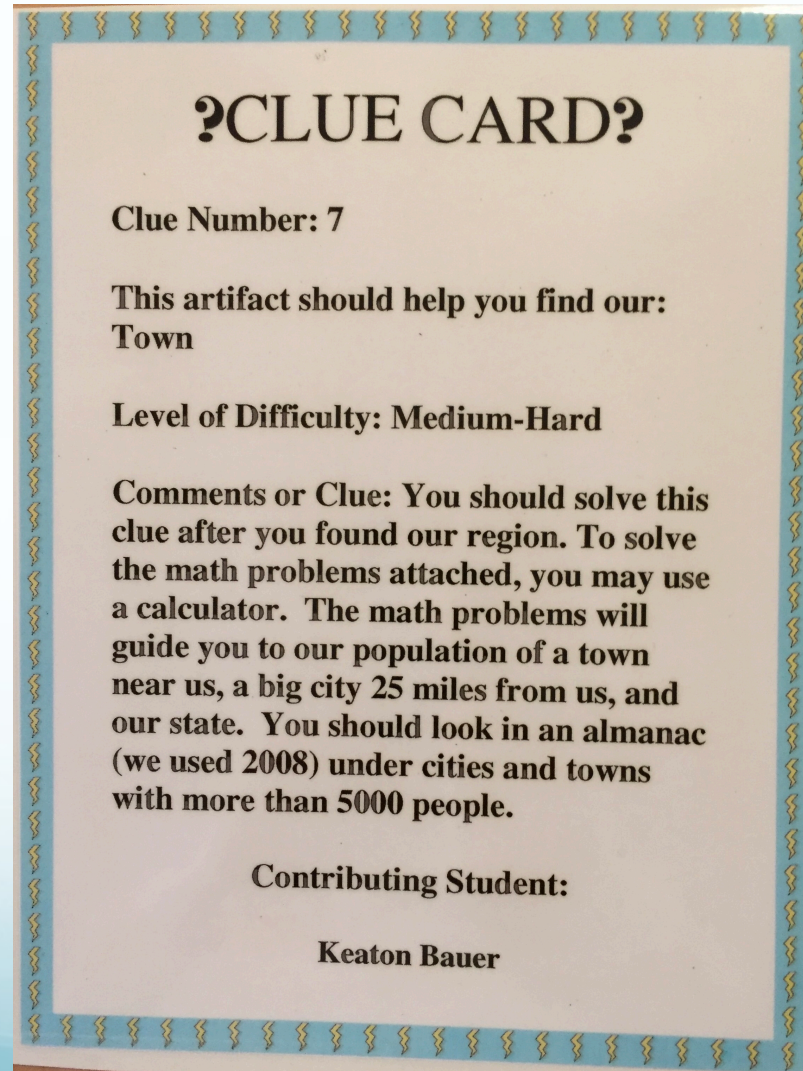
Clue # 7

Solve these math problems to find info about our population.

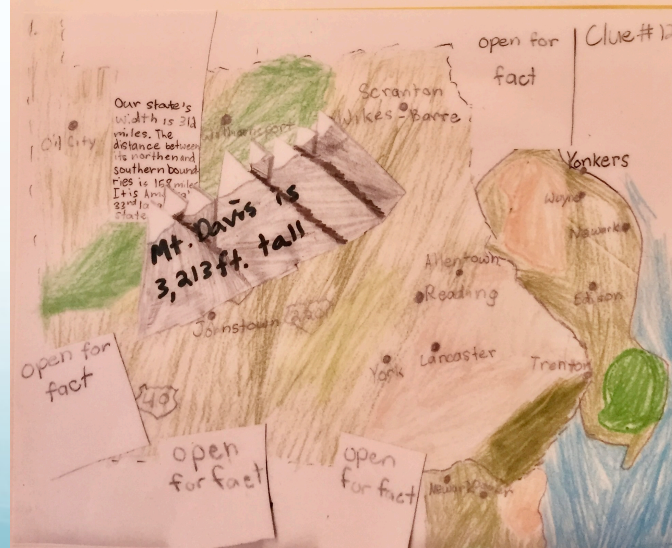
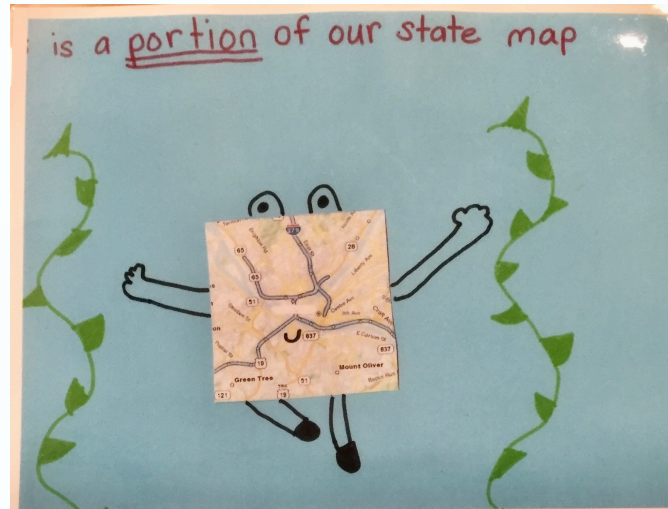
1. A. $269 \times 5 + 8,889/2 + 603$
B. $25,444/4 \times 2 + 3640$
2. $289 \times 52 + 15,028 \times 10/2 + 1,400,000 - 101,866$
3. $666,660 \times 3 + 20,000,000/2 + 1,440,631$

- 1: A= A town near us as of 2006.
B= The same town according to the 1990 census.
- 2: A big city about 25 miles away from us who was 6th in population in 2006.
- 3: Our state population as of 2006.

Clue #7: This artifact will help you find.



Clue #12



Clue #12: This artifact will help you find.



?CLUE CARD?

Clue Number: 12

**This artifact should help you find our:
State**

Level of Difficulty: Medium

Comments or Clue: You can use an atlas, map, or book of state facts. The model has some clues about areas in and around our state. The map sample shows an area in our state where three big rivers meet. This is in the center of a big city in our state. This portion of our state map is not near our local area.

Contributing Students:

😊 Malana, Sara, and Brooke 😊

Clue #20

1989 Born in Wyomissing

2000 Went to Nashville to find a record deal.

2006 Got Jim McGraw was released to the radio Signed to big machine record

2007

2008

Clue #20

1752 This woman was born.

1772 Got married.

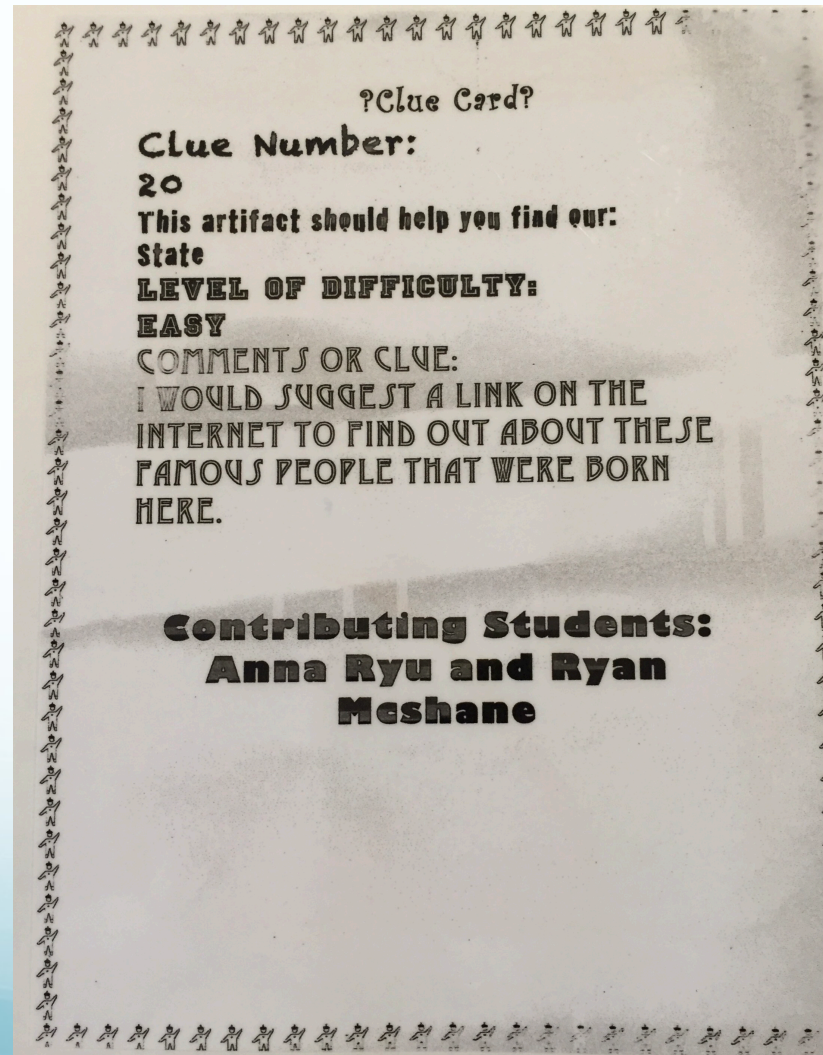
1777 Asked to make the American Flag said yes.

1782 Her husband died.

1783 Re-married to John Claypoole.

1784 She died at the age of 31.

Clue #20: These artifacts will help you find.



Simulation Activity

- Work through the clues provided
- Determine the region
- Determine the state
- Determine the town

Population of this state



2000 Census: 8,414,350

**July 1, 2008 Census estimate:
8,682,661**

**Highest population density of any
state**

**Although we do produce many eggs,
fruits,
and dairy products.**



**We also harvest a number of saltwater
fish.**

**Our state was one of the first states to
have legalized gambling (1977)**



Some of our state's famous “firsts”



**Seashore Resort
Submarine Ride
Indian Reservation
Manned Balloon Flight
Highway Cloverleaf
Town Lighted by Electricity
Phonograph
Light Bulb**

**A famous person who was born in this
state is:**



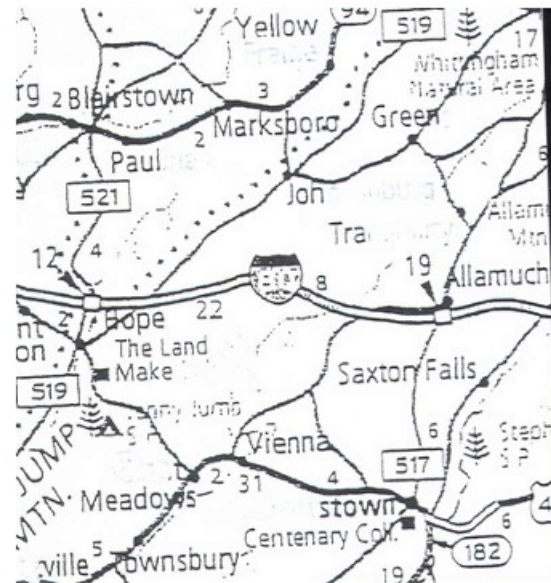
"The Boss"

Some famous local residents were



**Grover Cleveland
Jack Nicholson
Judy Blume
Woodrow Wilson
Frank Sinatra
Peter Benchley**

Portion of our state map:



Total area: 8,215 square miles

The state flower is the Violet.



**One of the main sites for
“*Johnson & Johnson*”**



**Pharmaceutical Research & Development
is located approximately 20 miles from
our town.**

A famous event in history occurred to the southwest



About twelve miles from our town.



**Our local school
played in the
Nation's First
intercollegiate
football game
(1846)**

**This university, founded in 1746,
moved to our town in 1756, and was
given current name in 1896.**

Readiness Activities

(Preparing the Learners)

- The Lady's Handbag (The Ziplockian Culture & Wastebasket Archaeology)
- The Teacher's Artifact Box (Previous Artifact Box)
- Create a "Me" Box
- Reference Book Scavenger Hunt (Visitor's Bureau Scavenger Hunt)
- Map Skills Activity
- Setting the Stage

The Lady's Handbag

- Help students develop inductive thinking skills.
- Procedures
 - Fill handbags with assorted objects from around the house.
 - Students examine the contents and draw conclusions about the owner (physical features, personality, activities).
 - Each group shares inferences that they made about the owner of their handbag.
 - Explain to students that although inference is a necessary skill, these inferences must be supported with research and verifiable facts.

The Lady's Handbag



Just for fun!

- Send a non-perishable food item representative of your locale for your exchange class to enjoy.
- Make a movie of your class and interesting things that you do.
- Send a calendar of events in your state or town. (Include a school calendar)
- Create a web page/Wiki/Blog to share with your experiences.

How to participate

- Go to website (www.artifactbox.com) to find information on purchasing the Teacher's Guide (\$15) and/or registering for a national exchange (\$50) facilitated by the Artifact Box Exchange Network.
- You can also download a simple packet with the clues we use from our website and identify colleagues across your state and do an intrastate exchange (we have a teacher in Australia who participated and now has a national exchange program).
- Use the clues within your classroom to develop a presentation for parents or community members.

Artifact Box Exchange Network

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