



Antique Appraisal Specialist: Artifacts from Native Americans

Adventure Description:

In this adventure, you will think like an antique appraisal specialist and analyze and return artifacts that belong to Native American nations.

Activity

TEACHER NOTE: You must place pictures of artifacts around the room before students start the activity. See [Handout: Artifacts to Hide](#) for directions.

Step 1: Background Information on Artifacts Belonging to Native American Nations (10-15 minutes)

- Show [Video: Artifacts From Native Americans](#).
- As a class, discuss how antique appraisal specialists are in charge of determining how much an artifact is worth and the history of an item, like when it was made and who used it. They are kind of like detectives! They look for clues to learn about the artifact. For example, they might look at writing that is on an artifact or the types of materials that were used to make it.
- Ask students what would happen if appraisal specialists didn't learn about artifacts (e.g., museum might have fake artifacts in storage because they didn't know that the artifacts weren't real, there wouldn't be experts to look at objects and figure out if they tell us about events and people from history). In addition, explain that appraisal specialists figure out if artifacts belong to Native American nations. This is important because of a law called the The Native American Graves Protection and Repatriation Act. This law says that any artifacts that belong to Native Americans must be returned to the nation who it originally belonged to. This means that the items cannot be given to a different museum. The person who found the items cannot sell or keep them. Antique appraisal specialists would identify that these items belong to a specific nation and need to be returned.

Step 2: Finding Artifacts (5-10 minutes)

- Explain to students that they will be antique appraisal specialists. They will imagine that they arrived at a large building where there are a TON of artifacts! No one knows who the artifacts belong to and what they mean. Students will need to figure out which artifacts are real artifacts that belong to Native American nations. Some artifacts do not belong to Native Americans and some artifacts are not even real, but fake!
- Show [Handout: Steps to Analyze and Return Artifacts](#). As a class, read through Step 1.
- Explain to students that they must walk around the classroom and find an artifact. Then, they will walk back to their desk and look at the key to determine (a) whether the artifact is real or counterfeit/fake and (b) that the artifact belongs to a Native American nation.
- Provide students with [Handout: Key for Artifacts](#). You can print out copies for students, display on a smartboard, or email it to students so they can view on tablets or computers.

Please contact Allison Bischoff, Director of Customer Service, at allison@rozzylearningcompany.com or 314-272-2560 with questions.



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- If students find an artifact that is real and belongs to a Native American nation, they should wait at their desk for other students to find their artifacts. If students find an artifact that is counterfeit (fake) or does not belong to a Native American nation, they should look for another artifact in the classroom. Teacher note: The artifact must be real AND belong to a Native American nation. If students find an artifact that only meets one of these criteria, they must keep looking around the classroom.
- Once all students have found a real artifact that belongs to a Native American nation, students will need to form groups with other students who have artifacts from the same nation. For example, students who found artifacts that belong to the Arapaho nation will work in a group together.

Step 4: Analyzing and Returning Artifacts (15+ minutes)

- Explain to students that students will work in groups to complete Steps 2-3 on the handout.
- As students are working, ask the following questions:
 - What do the artifacts tell us about history of Native American nations?
 - Why is it important to return the artifacts to Native American nations they belong to? (e.g., it is the law, to preserve important parts of history.)
 - What would happen if there wasn't a law to preserve artifacts from Native American Nations? (e.g., people who find the artifacts could sell them to make a lot of money, people could throw them out or destroy them, people could keep them in their house.)
 - Why is it important to record artifacts that have been found? (e.g., the information on the artifacts can be used to teach other people about history of Native American nations, so the government can have a record of what items were returned in case they are stolen in the future).

Step 5: Class Discussion (5 minutes)

- Have groups volunteer to share which artifacts belong to their nation and why they think these artifacts are significant. Have students discuss similarities and differences between the artifacts.
- Have a concluding discussion about the role that antique appraisal specialists have in locating and returning artifacts to Native American nations. What would happen if the artifacts were not returned? Why is it important to preserve artifacts from hundreds of years ago? Why is it important for antique appraisal specialists to figure out which artifacts are fake versus counterfeit?

Materials List

Provided online:

- Handout: Artifacts to Hide
- Video: Artifacts From Native Americans
- Handout: Steps to Analyze and Return Artifacts
- Handout: Keys for Artifacts

Not provided:

- No additional materials are needed

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