

## ACTIVITY 2: READ ABOUT ANCIENT STONE TOOLS

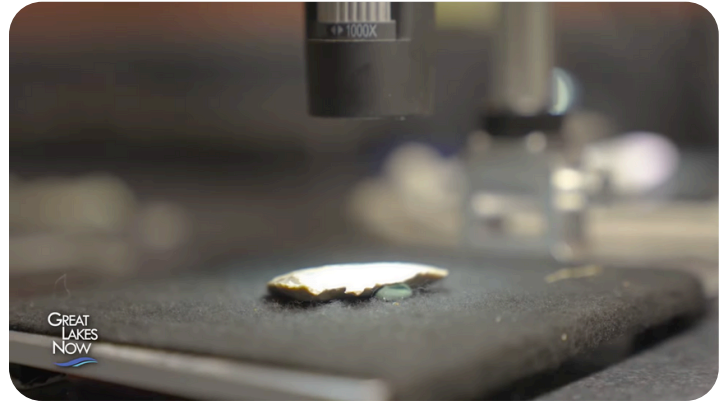
The Anderson Collection of artifacts, housed in the Grand Portage National Monument includes over 1,400 ancient objects like arrowheads, hammering tools, and copper ornaments, some dating back to the Clovis period 10,000 – 13,500 years ago. As they read, students will learn these objects hold significance for historical and archaeological reasons, but they also have sacred meaning to the indigenous peoples of the modern day Great Lakes region.

In this activity, students will use a **Think Pair Square Protocol** for discussing what they will read about this very topic.

First, have students partner up and distribute the article [Nibi Chronicles: Acknowledging one family’s knack for finding ancient stone tools](#) by Staci Lola Drouillard from *Great Lakes Now*. Allow time for students to individually read the article, and have them jot down three things they took away from the article using the **Rose Thorn Bud Protocol**—in their notebook or using the handout.

Then, give students time after reading to discuss the article that they read with their partner. Have students share their rose, thorn, and bud with each other, including how those points connect to each other. The pair should come up with a statement to summarize all of their article takeaways.

Next, have two student pairs join up, standing near each other to form the four corners of a square, to discuss the article and what they talked about in their pairs. Encourage them to come to a consensus about which point they found most important or interesting in the article.



Last, have each group craft a summary statement of the most important point from their discussion and ask for a volunteer in each group to share that key point with the whole group. As student groups share their most important point, record their ideas on the board and have students copy the list of student ideas down into their notebooks. Once the shareout is complete, ask students to return to their groups and discuss one last question based on the article:

**What do you think are the benefits and challenges of preserving ancient artifacts for future generations?**

You can keep this as a class discussion based on the article itself or, after giving the groups some time to discuss this question, invite them to further research the topics, points of interest, or themes discussed in the article by generating a research question, identifying additional sources, and presenting their findings.

### Teaching Tip:

*If the reading level of the article is going to be tough for some students to read individually, have partners or small groups read the article together aloud while each follows along.*