



Introduction: This activity will engage Middle School students in utilizing Document Analysis Worksheets to examine Carter Library museum objects on display in the museum whose designation between “artifact” and “artwork” may not be concise. Objects may also familiarize students with significant events of Carter’s Presidency. Upon completion of worksheets, follow up with class discussion of students’ findings and conclusions.

Docent/Teacher: Lead student-centered discussion around students’ perspectives on defining artifacts and artwork. Escalate dialogue at your own discretion based on their responses. Potential questions to escalate dialogue may include:

How can artwork serve a functional purpose (beyond stimulation of our emotions)?

When would you consider an object to possess artistic quality?

How might an object be considered both an artifact and artwork?

At discretion of docent/instructor, break students into groups and assign object(s) from the list below; provide each group **Document Analysis Worksheets** for both [Artifact](#) and [Artwork](#).

Baby Spoon

Triptych

Bronco Buster or Glass Donkey

Doll

China- Bell

Rosalynn Carter-ERA scarf

Bench

Submarine Model Dolphin Pin

Campaign Skirt Peanut Earrings

Three-Mile Island Plate

Nutcracker

Gold Box

Hope Bracelet

Choose one item from “Cycle of Crisis” pieces

Each group will complete both the Artifact and the Artwork analysis sheet and then based on their analysis make an independent determination whether the object is an artifact or artwork and present their findings and conclusions to the class. Have the class discuss their perspectives on each group’s findings and why they came to that conclusion.

Questions for follow-up discussion:

- **How did completing the Document Analysis Worksheet assist you in determining your answer?**
- **Does anyone think they have identified unique criteria to distinguish between artifact and artwork?**
- **Does anyone believe that artwork has to be the result of deliberate efforts?**
- **Can a deliberate effort to create something purely functional result in artwork?**

ARTWORK OR ARTIFACT MAP KEY

To locate the museum objects below for analysis, refer to the corresponding number on the Map & Guide provided. To help preserve and protect museum exhibits, please use the clipboards provided to complete your analysis worksheets.

1. Baby spoon

2. Naval Career: Submarine Model

or Dolphin Pin

3. Triptych

4. Political Peanuts: Skirt or

Earrings

5. Bronco Buster or Glass Donkey

6. Three-Mile Island Plate

7. Doll

8. Nutcracker

9. Bell

10. Gold Box

11. ERA Scarf

12. Hope Bracelet

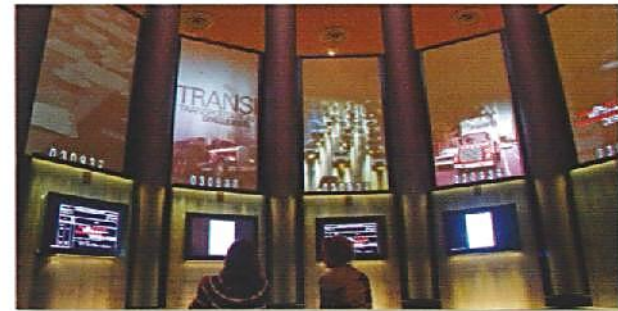
13. Bench

14. One object from

“Cycle of Crisis”



Museum Exhibit Map & Guide



Analyze an Artifact

Meet the artifact.

Material (check all that apply):

- | | | | | |
|----------------------------------|----------------------------------|--------------------------------|------------------------------------|---------------------------------|
| <input type="checkbox"/> Bone | <input type="checkbox"/> Pottery | <input type="checkbox"/> Metal | <input type="checkbox"/> Wood | <input type="checkbox"/> Stone |
| <input type="checkbox"/> Leather | <input type="checkbox"/> Glass | <input type="checkbox"/> Paper | <input type="checkbox"/> Cardboard | <input type="checkbox"/> Fabric |
| <input type="checkbox"/> Plastic | <input type="checkbox"/> Other | | | |

Observe its parts.

Describe it as if you were explaining it to someone who can't see it.

Think about: shape, color, texture, size, weight, age, condition, movable parts, or anything written on it.

Try to make sense of it.

Answer as best you can.

Where is it from?

When is it from?

Who used it? List reasons you think so.

What was it used for? List reasons you think so.

What does this tell you about the people who made and used it?

What does it tell you about technology at the time it was made?

What is a similar item from today?

Use it as historical evidence.

What did you find out from this artifact that you might not learn anywhere else?

What other documents or historical evidence are you going to use to help you understand the event or time in which this artifact was used?



Analyze Artwork

Meet the artwork.

Quickly scan the artwork. What do you notice first?

Type (check all that apply):

- Painting Drawing/Sketch Engraving/Lithograph Mural Sculpture
 Mixed Media Scene/Event Portrait Landscape Abstract Other

What is the title?

Observe its parts.

List the people, objects and activities you see.

PEOPLE	OBJECTS	ACTIVITIES

Write one sentence summarizing this artwork.

Try to make sense of it.

What do the colors, people, objects or activities represent?

Who made this?

When was it created?

Does it depict a different time? When?

What was happening at the time in history it was created?

What is the message? List evidence from the artwork or your knowledge about the artist that led you to your conclusion.

Use it as historical evidence.

What did you find out from this artwork that you might not learn anywhere else?

What other documents or historical evidence are you going to use to help you understand this event or topic?

