

THINK LIKE AN HISTORIAN

A GUIDED EXPLORATION OF THE FIRST WORLD WAR DISCOVERY BOX

Elementary version

SUPPLY LINE LESSON PLAN

OVERVIEW

This lesson serves as an introduction to the First World War through a selection of objects representing the Canadian overseas experience. Students will use historical thinking to study the objects and determine what “artifacts” can tell us about history.

GRADE LEVELS:

4 to 6, cycles 2 and 3 in Quebec

CURRICULUM CONNECTIONS:

Social studies; language arts; media arts

ESTIMATED TIME:

1-2 class periods

OBJECTIVES

Students will:

- Explore and identify the objects contained in the First World War Discovery Box;
- Appreciate how objects can teach us about history;
- Learn about the people who participated in the First World War.

MATERIALS REQUIRED

- Objects in the First World War Discovery Box:
 - Gas Alarm Rattle
 - Aviator Scarf
 - Barbed Wire
 - Helmet
 - Nursing Sisters' Apron
 - Periscope
 - Posters
 - Puttees
 - Semaphore Flags
 - Service Dress Cap and General Service Cap Badge
 - Service Dress Jacket and Canada Shoulder Title
 - Small Box Respirator
 - Trench Art
- Corresponding Contextual Photographs
- Corresponding Artifact Information Labels
- Art materials – crayons, pencil crayons, coloured markers
- Photocopies of worksheets **1, 2**
- Interactive whiteboard (optional)

Important:

The First World War discovery box includes both authentic artifacts from the First World War (about 100 years old) and high quality reproductions of objects from the First World War (made more recently). All objects, whether authentic or reproduction, should be treated with care.



LESSON

PART A - INTRODUCTION

Start with a discussion about artifacts. As a class, come up with a definition of the word and the role that artifacts play in informing us about the past. Discuss how museums collect and use artifacts to tell stories about people and events that have shaped Canada.

Ask students if they have collections at home. Examples of collections could be stuffed animals, postcards, snow globes or sports equipment and related items such as medals, photographs and newspaper clippings. Discuss their reasons or motivations for collecting these items. What do these collections mean to them? What do these collections say about them?

PART B – “AN ARTIFACT OF ME”

Hand out **worksheet 1 – An Artifact of Me**.

Ask students to think of an object from their past that is important to them – for example, their favourite toy or book, a trophy that they won, or something with sentimental value. Have students complete the worksheet to consider what a future historian might see when examining that object.

Have several students present their objects and discuss as a class.

PART C – ARTIFACT EXPLORATION

Divide class into groups of 2-4.

Distribute to each group:

- Object from the First World War Discovery Box
- Corresponding Artifact Information Label
- Corresponding Contextual Photograph

Hand out **worksheet 2 – Artifact Analysis**

Have students complete the questions in their groups.

Have students present their findings to the class.

EXTENSION ACTIVITY:

- Have students write a letter for an historian to read in the year 2114. What would you tell them about your object? What would you want them to know about you?
- Take any new inquiry questions from the students' artifact analysis to start a research project.

WORKSHEETS

1 – An Artifact of Me

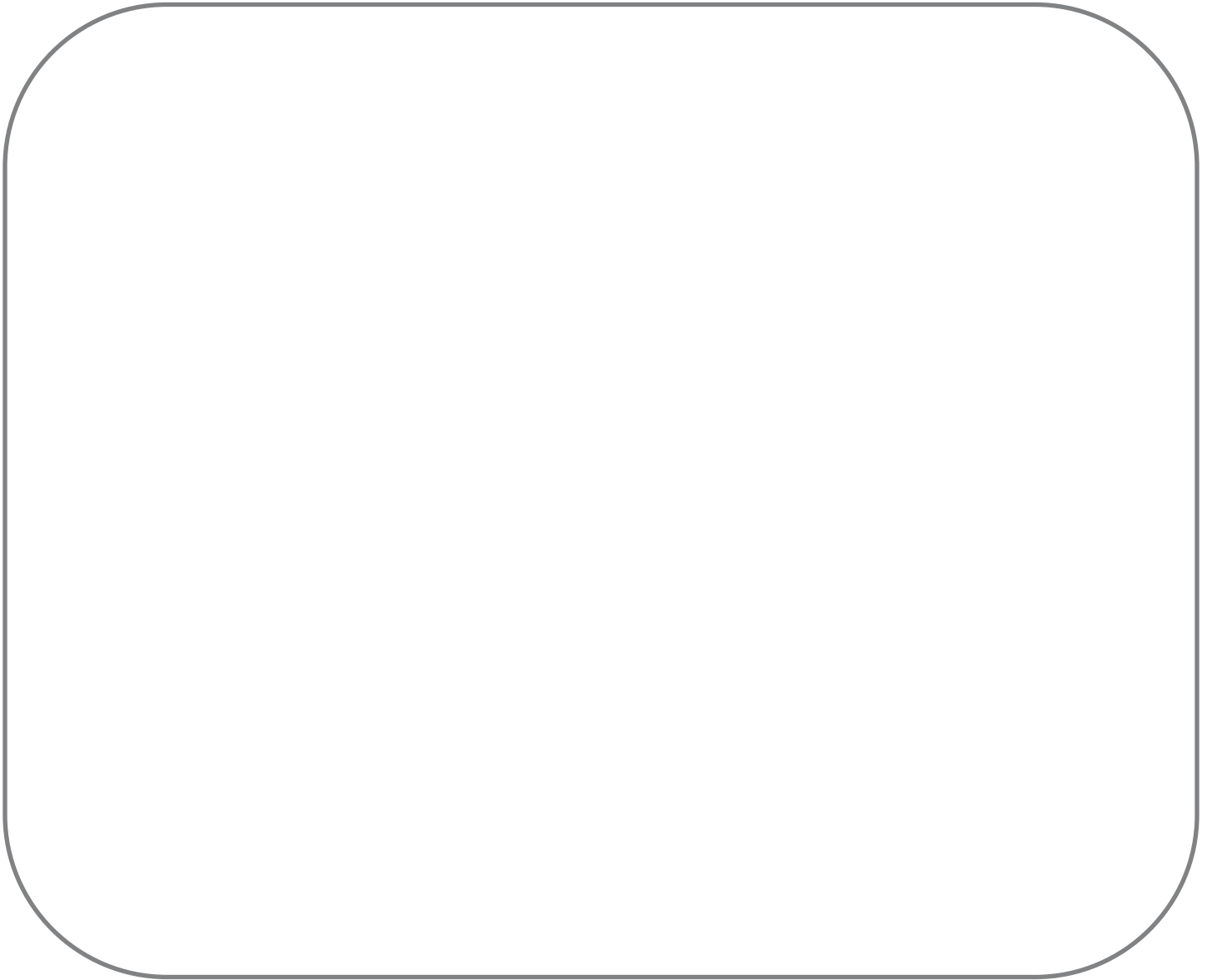
2 – Artifact Analysis

AN ARTIFACT OF ME

Student name: _____

Choose an object from your past that is important to you.

Draw a picture of your object in the box below.



AN ARTIFACT OF ME

Think about your object as an “artifact” by answering the questions below:

What is it made of?	
What colour is it?	
What does it feel like? <i>For example, rough or smooth</i>	
Describe the size of the object? <i>For example, small or large</i>	
How was it made? <i>For example, by hand or in a factory</i>	
How did you use the object?	
Why is it important to you?	
In 100 years, if someone finds this object, what will they know about you?	

ARTIFACT ANALYSIS

Student name: _____

Object name: _____

Examining the object you've been given, along with the Artifact Information Label and the photograph showing the object during the First World War (1914-1918), answer the following questions:

What is it made of?	
What colour is it?	
What does it feel like? <i>For example, rough or smooth</i>	
Describe the size of the object? <i>For example, small or large</i>	
How was it made? <i>For example, by hand or in a factory</i>	
What was the purpose of the object?	
Who might have used the object?	
What does the object tell us about the First World War?	
What new questions do you have about your object?	
What new questions do you have about the First World War?	