

# THINK LIKE AN HISTORIAN

A GUIDED EXPLORATION OF THE  
FIRST WORLD WAR DISCOVERY BOX  
Intermediate and high school 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:

7 to 12, Secondary 1 to 5 in Quebec

### CURRICULUM CONNECTIONS:

Social Studies; History; 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;
- Learn to evaluate the source of an object;
- Make inferences based on analysis of the objects;
- Ask questions about the object to use it as evidence to better understand 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 Arms Ammunition Cartridge Case
  - Small Box Respirator
  - Trench Art
- Corresponding Contextual Photographs
- Corresponding Artifact Information Labels
- Corresponding Artifact Backgrounders (optional)
- 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.

### PART B – ARTIFACT EXPLORATION

Divide class into groups of 2.

Distribute one object from the Discovery Box to each group. Do not distribute the Contextual Photographs, Artifact Labels or Artifact Backgrounders yet.

Hand out **worksheet 1 – Artifact Hypothesis** to each group.

Students record their observations and write any previous knowledge they might have about the object or the time period it came from. (Think)

Next have them circulate in the room and ask classmates for their opinions and advice. (Pair)

Finally, have the students prepare a hypothesis as to what the object is, why it was crafted, and who might have used it. Have them share their findings with the class. (Share)

### PART C – RESEARCH

Keep students in their original groups with their objects.

Distribute to each group:

- Corresponding Artifact Label
- Corresponding Contextual Photograph
- Corresponding Artifact Backgrounder (optional)

Hand out **worksheet 2 – Artifact Analysis**

Have students complete the questions in their groups.

Have students present their findings to the class.

### EXTENSION ACTIVITIES:

- Ask students to imagine a person who might have used the object in 1914 and have them write a diary entry from that person's perspective.

### WORKSHEETS

1 – Artifact Hypothesis

2 – Artifact Analysis

## ARTIFACT HYPOTHESIS

Name / Group: \_\_\_\_\_

Part A: What do I see?

Colour	
Materials	
Weight	
Dimensions	
Markings	
Other Physical Characteristics	

**Part B – What do I know?**

<p>What do I know about this object?</p>	
<p>What do my friends know about this object?</p>	

**Part C – What do I think?**

<p>What is this object?</p>	
<p>Is this a reproduction or an authentic artifact?</p>	
<p>Why was it made?</p>	
<p>Who might have used it?</p>	

**ARTIFACT ANALYSIS**

Student/Group name: \_\_\_\_\_

Object name: \_\_\_\_\_

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

<p>After examining the additional information how does your hypothesis change?</p> <ul style="list-style-type: none"> <li>• What is it?</li> <li>• Is it a reproduction or an authentic artifact?</li> <li>• Why was it made?</li> <li>• Who might have used it?</li> </ul>	
<p>What does this artifact tell us about the First World War?</p>	
<p>What are the limitations of this artifact in interpreting the First World War?</p>	
<p>What are the limitations of this artifact in interpreting the First World War?</p>	
<p>What can we learn about technology or techniques at the time it was made?</p>	
<p>What does it tell us about the people who would have used it or who may have been affected by it?</p>	
<p>Can you think of a similar artifact that is used today for the same purpose?</p>	
<p>How did your thinking change as you analyzed this source?</p>	
<p>What impression of the First World War might you come away with if this artifact was your only piece of evidence?</p>	
<p>If you could talk to the person who made or owned this artifact, what questions would you ask?</p>	
<p>What new questions do you have about the First World War based on the analysis of your artifact?</p>	