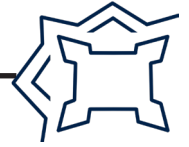


HISTORICAL SOURCE OF THE WEEK



GRADES 4-5

OVERVIEW

In 5 weeks, this lesson introduces students to the world of material culture. Each week, students examine a different source and complete a worksheet to better understand what objects, images, and artifacts reveal about history.

LEARNING OBJECTIVES

Students will be able to:

- * Analyze a variety of modern and historical materials (images, artifacts, objects).
- * Discern the art, function, manufacture, and culture of historical objects.
- * Use the Action, Reason, Time, Significance, Anachronism, Remembrance, Time, & Summary (A.R.T.S.A.R.T.S) strategy for analyzing a painting.
- * Work in groups to answer questions about sources.

INTRODUCTION

Our lives are filled with objects - the clothing we wear, the vehicles we travel in, the tools we use, and the food we eat. How often do we stop to think about the things around us? How often do we stop and think about the same types of things people used in the past? To think about material culture, we use four descriptors: Art, Function, Manufacture, and Culture.

STUDENT STANDARDS

COMMON CORE:

CCSS.ELA-LITERACY.RI.5.3

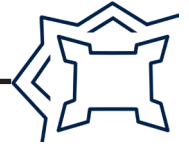
Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

CCSS.ELA-LITERACY.W.5.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-LITERACY.W.5.7

Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.



MATERIALS

* 5 Worksheets: Each highlighting a different source of the week.

1. Object from Home
2. Drum
3. Mortar
4. Powder Horns
5. Painting

ACTIVITY

Week 1: Ask students to bring in an item from home that is meaningful to them in some way. Students analyze their object using the four material culture descriptors – Art, Function, Manufacture, and Culture – and complete Worksheet #1.

Week 2: Students examine a drum from the Fort Ticonderoga Museum Collection and complete Worksheet #2.

Object record available at: <https://fortticonderoga.pastperfectonline.com/webobject/DEE58793-4C13-4554-825B-475131887310>

Week 3: Students examine a mortar from the Fort Ticonderoga Museum Collection and complete Worksheet #3. Students will use the four descriptors as clues to discern the purpose of the object. Afterwards, show Collections Speed Dating video:

https://www.youtube.com/watch?v=alEc7f3VtYE&list=PLt3625dFL4hIAW9C18I7MtC3LIRUs8_i&index=3

Object record available at: <https://fortticonderoga.pastperfectonline.com/webobject/DF8D645D-FD4F-42B7-9503-163226639890>

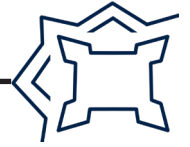
STUDENT STANDARDS

C3 FRAMEWORK:

D2.His.9.3-5. Summarize how different kinds of historical sources are used to explain events in the past.

D2.His.10.3-5. Compare information provided by different historical sources about the past.

D2.His.13.3-5. Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.



Week 4: Divide students into 9 small groups. Each group analyzes a different powder horn from the Fort Ticonderoga Museum Collection. Students then answer the questions on Worksheet #4.

Object records available at: https://fortticonderoga.pastperfectonline.com/search?utf8=%E2%9C%93&search_criteria=powder+horn&searchButton=Search

Week 5: Students analyze the, "Death of General Wolfe," painting by Benjamin West using the A.R.T.S. - A.R.T.S. strategy.

Additional information at: <https://www.gallery.ca/collection/artwork/the-death-of-general-wolfe-0> and <https://www.youtube.com/watch?v=y0jPXX8uvAI>