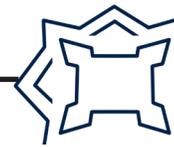


HISTORICAL SOURCE OF THE WEEK



GRADES 4-5

WEEK 1: PRIMARY SOURCES AS MATERIAL CULTURE

Essential Question: What can material culture tell us about ourselves?

Today, we are going to look at an object you brought from home and analyze it like a historian. Historians look at every object as a story. Think about the story of your object and its use. What does this object have to say about the world you live in today? If a person in the future saw this object, what would it say about you?

To think about material culture, we use four descriptors: **Art, Function, Manufacture, and Culture.**

Art

How does this object show the creativity of the people who made it? Does it have artistic value to you? Would this object have value in a museum someday? Why or why not?

Function

What was this object designed to do? Would this still have the same use in the future?

Manufacture

How do you think this was made? What materials are used? How was it put together? How much time do you suppose it took to make?

Culture

How does this object reflect the culture of today? Is this an object that would be important years from now? Explain your thinking.

HISTORICAL SOURCE OF THE WEEK



GRADES 4-5

WEEK 2: SNARE DRUM

Essential Question: What can material culture tell us about the past?

Today, we are going to look at a picture of a military drum from 1758 made for the Waldner Regiment, which was a Swiss unit within the French Army. Drums were used by 18th-century militaries to regulate camps, issue orders during battles, and to provide a stately boost to military reviews, parades, and other ceremonies.

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

Is this a primary or secondary source? How do you know?



Fort Ticonderoga Museum Collection 2019.1.1



Let's explore the **Art, Function, Manufacture, and Culture** of this source:

Art

How does this object show the creativity of the people? Why do you think this object is in a museum today?

Function

What was this object designed to do? Would this still have the same use today? If not, what do we use today instead?

Manufacture

How do you think this was made? What materials are used? How was it put together? How much time do you suppose it took to make?

Culture

How does this object reflect the culture of the people that used it? Think about their values, what they liked, respected, enjoyed.

HISTORICAL SOURCE OF THE WEEK



GRADES 4-5

WEEK 3: MATERIAL CULTURE CLUES

Essential Question: What can material culture clues tell us about the use of an object?

Today, we are going to look at an object from the Fort Ticonderoga Museum Collection. Using the four material culture descriptors, uncover the clues to determine the object's use in 1758.

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

Is this a primary or secondary source? How do you know?



Fort Ticonderoga Museum Collection 1999.121



Let's explore the **Art, Function, Manufacture, and Culture** of this source:

Art

How does this object show the creativity of the people? Why do you think this object is in a museum today?

Function

What was this object designed to do? Would this still have the same use today? If not, what do we use today instead? What damage has happened to this object that prevents it from doing its intended function?

Manufacture

How do you think this was made? What materials are used? How was it put together? How much time do you suppose it took to make?

Culture

How does this object reflect the culture of the people that used it? Think about their values, what they liked, respected, enjoyed.

What do you think this object is?

HISTORICAL SOURCE OF THE WEEK



GRADES 4-5

WEEK 4: POWDER HORNS

Essential Question: What can powder horns reveal about history?

Today, each group is going to look at a different powder horn from the Fort Ticonderoga Museum Collection. Soldiers in the French & Indian War often used powder horns to carry gunpowder for their guns. Besides being a convenient way to keep gunpowder dry, powder horns provided a blank canvas for soldiers to express their individuality. They often wrote their name, the year the horn was carved, and where the horn was carved. Some powder horns bore intricate designs, maps, symbols, and scenes of daily life, while others remained unadorned.

Circle the name you have been assigned:

| | | |
|----------------|----------------|---------------|
| Thomas Marvell | Philip Oaks | Philip Fisher |
| Jonah Clark | Andrew Miller | Daniel Dwight |
| Elisha Winslow | Haffeild White | James Russ |

Search the Fort Ticonderoga Museum Online Collections database for your group's powder horn. For best results, type the name in quotation marks in the search engine. Be sure to carefully examine each picture and read any accompanying text.

Link: <https://fortticonderoga.pastperfectonline.com/>

Describe the object. What items or images are on the horn? Why do you think these things were drawn on the horn?



Let's explore the **Art, Function, Manufacture, and Culture** of this source:

Art

How does this object show the creativity of the people? Why do you think this object is in a museum today? Do you think the drawings on the powder horns were considered art at the time? Explain your reasoning.

Function

What was this object designed to do? Would this still have the same use today? If not, what do we use today instead?

Manufacture

How do you think this was made? What materials are used? How was it put together? How much time do you suppose it took to make?

Culture

How does this object reflect the culture of the people that used it? Think about their values, what they liked, respected, enjoyed. Why is this object important today?

HISTORICAL SOURCE OF THE WEEK



GRADES 4-5

WEEK 5: PAINTING, "DEATH OF GENERAL WOLFE"

Essential Question: What information can a painting give us about the French & Indian War?

Today, we are using the A.R.T.S. - A.R.T.S. strategy to analyze Benjamin West's 1770 painting, "The Death of General Wolfe." This painting depicts General Wolfe's death during the Battle of Quebec on September 13, 1759.



West, Benjamin, "The Death of General Wolfe," Painting, 1770, National Gallery of Canada.



Is this a primary or secondary source? How do you know?

A is for ACTION - What is the action you see in this painting? Describe in detail what you see.

R is for REASON - What do you think the reason the artist had for creating this painting?

T is for TIME - When is time period this painting was done?

S is for SIGNIFICANCE - Why is this painting significant? Why do we remember it?



A is for ANACHRONISM - Is there anything out of place?

R is for REMEMBRANCE - How does the artist want us to remember this event?

T is for TIME - Does this artwork hold up in the modern world? Is it a good source for information about this event?

S is for SUMMARY - Summarize conclusions about this source.