

**Social Studies Coalition of Delaware
Signature Lesson Template**

Lesson Title: Gathering Information from the Past

Lesson Author: Mary Schoettinger
mary.schoettinger@cr.k12.de.us

Lesson Description: Students will work in groups to examine a poster and artifacts. They will work together to gather information about the past by completing a profile card that leads to an understanding of the information that can be gathered.

Grade Level: 2-3

Standard: History Standard Two: Students will gather, examine, and analyze historical data.

End of Cluster Expectations (Benchmarks):

K-3: Students will use artifacts and documents to gather information about the past

Essential Question: How do artifacts and documents help historians gather information about the past?

Assessment: *Constructed Response*

Benchmark Statement: This assessment should give evidence of the student's ability to use artifacts to gather information about the past.

This photograph shows tools used by people in the past.



Prompt: What might a historian learn about the people who made these tools from studying them? Explain your answer with evidence from the photograph.

Sample Response: Students might respond that the people of this culture made the tools from stone and used the tool for hunting or carving that it was made by hand using natural materials, or they may even identify it as Native American.

Rubric:

2 = This response gives a valid conclusion with a accurate and relevant evidence from the photograph.

1 = This response gives a valid conclusion with inaccurate, irrelevant, or no evidence from the photograph.

0 = Inaccurate response.

Assessment: Multiple Choice

Benchmark Statement: This assessment should give evidence of the student's ability to use artifacts to gather information about the past.

These pictures show artifacts from the past.



iron



egg beater



washing machine

1. What information might a historian studying these objects decide about the past?
 - a. people had more fun in the past
 - b. people traveled farther and faster
 - c. people worked without electricity
 - d. people wrote journals about their lives



2. How might a historian use this object to gather information?
 - a. use it to write a social studies book
 - b. use it to place a picture in a newspaper
 - c. use it to invent a new kind of vacuum sweeper
 - d. use it to learn about the people who operated this object

Answer: 1. (c), 2. (d)

Objective(s):

- Students will view artifacts and/or documents and describe their attributes
- Students will use the artifacts and/or documents to gather information from the past
- Students will classify their objects and/or documents by use or user.

Prior Knowledge and Skills:

Students in the K-3 cluster have limited experience inferencing information about the past. One way that historians learn about the past is to look at objects from the past and ask leading questions that help them interpret the past. Students working on this lesson will need to use communication skills to write down their observations. They will also be asked to draw a conclusion from the information they have gathered.

Time to Complete: 2 days 30-40 minutes

Materials/resources needed:

- 1 copy of train advertisement per student and 1 overhead of the advertisement (handout #1)
- 1 sheet of notebook paper per group
- Teacher will need to collect items that may be outdated or no longer in use (not necessarily antiques) such as kitchen utensils, construction tools, washing implements, etc. There should be one per group.
- 1 Profile Card per group (Handout #2)

Procedure Steps:

Essential Question: How do we gather historical information from a written document?

1. Ask students how they know what happened last summer. *Students will probably respond they remember what they did.*
2. Ask students about some of the activities they did. *Student responses will vary.*
3. If a student responds with an activity that might have had a ticket or some reminder of the activity, follow up the questioning by asking about the reminder (do they still have the souvenir, etc.) Try to elicit some type of artifact or written reminder they may still have.
4. Ask students how having something from that time help them remember the event. *Students will respond in various ways. Accept all answers.*
5. Now ask if the class were walking along the road and found the ticket or Mickey Mouse doll (or other class keepsake), what could the class tell about the object. *This is a very difficult inferential activity. Students may need to be guided into understanding that gathering information is not exact (history is messy!) and their ideas are acceptable. They may suggest that children liked Mickey Mouse or the particular movie (depending on the keepsake). They may also suggest the materials are soft and cuddly, etc.*
6. Present the multiple choice question (Visual #1)

7. Now ask students what they think they might learn from an object that was made a long time ago. *Students may respond they might learn about the people who made the object, what the object was made from, where it was found, when it was used, how it was used and any other type of information concerning the object.*
8. Explain to students they will be looking at a poster. Pass out copies of the train advertisement and show copy on overhead.
9. Ask students what they see on the poster. *Students should read through the information.*
10. Ask students when they think this poster was made. How do they know? *Students will probably respond that it was made a long time ago because the advertisement looks old, the print is very fancy. Also it is advertising a train and we don't see the kinds of trains that the picture shows.*
11. Ask students in groups to gather some information from the poster. Students should list their ideas on one sheet of notebook paper per group. *Students may state there were over 6100 miles of track, the specific states the tracks ran through; it had a sleeping car and dining car, etc.*
12. Now ask what all of this information might say about the people who rode the train. *Students might say they didn't drive cars; the train didn't stop so people had to sleep on the train and that people could eat on the train. Perhaps roads weren't very good or people preferred the railroad.*
13. Ask students why the poster might have been made. *Students may suggest it was to advertise the railroad because it had so many miles of tracks.*
14. Ask student who they think made the poster. *Students will probably suggest it was the railroad company because they wanted people to ride their trains and they wanted the people to know where the trains went.*
15. Collect copies of poster.

Closure: Ask students how they were able to gather information from the poster. *The students should respond that they were able to learn by reading the information on the poster and answering questions about the poster such as when it was made, who made it, why it was made, etc.*

Day 2

Essential Question: How do we gather historical information from objects?

1. Review the previous day's work by asking what some questions are that help us gather information about objects and documents from the past. *Students may respond when an object was made, how it was made, who made it, why it was made, and how it was used to help us gather information.*
2. Pass out the Profile Cards to each group.
3. Pass out one object (see materials list) to each group. Explain that each group has an artifact before them and they must gather all the information they can from the object. Begin by asking them to look for writing on the object. Each group should record any writing they find. Have each group continue with the questions on the Profile Card until they have thoroughly examined each object completely. Allow approximately 15 – 20 minutes for this process. Don't be surprised if the students become fixated on knowing what the object is if they have not recognized it. Just tell them to keep gathering information.

4. After students have completed their object profile, ask each group to share the information they have gathered with the whole class as they show their object.
5. After each group completes their presentation ask the group as a whole what we might learn about the people who use these objects. *Students might respond that the people had no electricity, that certain tools hadn't been invented, that people took a lot longer to do certain tasks, etc.*

Closure: Ask students how to gather historical information from object: *Students should respond that they should ask questions such as who made the object, what it was made of, when it was made, how it was used, why it was used, where it was used, etc.*

Assessment: Administer the assessment.

Citations:

www.campusschool.dsu.edu/ (Copy of train schedule)

<http://www.costumes.org/store/100pages/supplies.htm> (Copy of antique iron)

<http://images.google.com/imgres?imgurl=http://www.discountcooking.com/shop/thumb/egg-and-breakfast-tools/113175/kuhn-rikon-rotary-egg-beater.jpg&imgrefurl=http://www.discountcooking.com/category/53/23/1/egg-and-breakfast-tools.html&h=150&w=150&sz=4&tbnid=uRjamDFgRkwJ:&tbnh=90&tbnw=90&hl=en&start=32&prev=/images%3Fq%3Degg%2Bbeater%26start%3D20%26svnum%3D10%26hl%3Den%26lr%3D%26safe%3Dactive%26sa%3DN> (Copy of egg beater)

<http://olc.spsd.sk.ca/DE/saskatchewan100/artifactsquizitems/2001s118-washing%20machine.jpg>
(Copy of washing machine)

The **CHICAGO MILWAUKEE**
MILWAUKEE And **ST. PAUL**
 Railway Company
 Now Operates
OVER SIXTY-ONE HUNDRED MILES
 of Thoroughly Equipped Road
 In **EIGHT STATES**.

In Illinois it has 317 Miles of Track. In Wisconsin 1636 Miles.
 In Northern Michigan 96 Miles. In Iowa 1551 Miles.
 In Minnesota 1115 Miles. In South Dakota 1092 Miles
 In North Dakota 118 Miles. In Missouri 140 Miles
 And the end is not yet

It has Terminals in such large cities as
 Chicago · Milwaukee · La Crosse · St. Paul
 Minneapolis · Fargo · Sioux City · Council Bluffs · Omaha
 Kansas City · St. Joseph

It Runs on its Through Lines of Travel
THE MOST PERFECTLY EQUIPPED TRAINS
 of Sleeping, Parlor and Dining Cars. The

CHICAGO MILWAUKEE AND ST. PAUL
IS THE BEST PATRONIZED ROAD
 In the Northwest.

ECW Del.

Profile Card

Gather information from the past by answering the following questions:

1. What words are written on your object?
2. What materials is your object made of?
3. When do you think your object was made? How do you know?
4. How do you think your object was used? Why?
5. Where would someone use your object? How do you know?
6. Why might people use your object? Is there an object used today that replaces this one?
7. What might you say about the people who used your object?



The people who probably used this tool might:

- a. use it to scrape their floors.
- b. use it to iron their clothes.
- c. use it to tie their horses to.
- d. use it to make their waffles