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Grade Level: 4th

1. Identify the standards to be addressed:

S.S.4.1 Explain how a compelling question represents key ideas in the field.

SS.4.3 Cite evidence that supports a response to supporting or compelling questions. 21.3–5.TL.1

Essential Concept and/or Skill: Use technology resources to create original products, identify patterns and problems, make predictions, and propose solutions.

2. Statement of the objective and lesson outcomes:

Students will use historical artifacts to ask compelling questions, research using varied sources and produce an informative presentation of their findings.

3. Materials, resources, and technology to be used by teacher/students:

Historical artifacts found in family archives; computers; possibly community experts or make connections with experts on-line

4. Introduction of the topic:

Tell students about the PBS show History Detectives, then watch Episode 10 from Season 9: Suffrage Pennant
<https://www.pbs.org/opb/historydetectives/investigation/suffrage-pennant/>

5. Procedure for instruction:

See Lesson Plan and Student Sheets: Search Your Attic; Become a History Detective; Investigative Techniques; Researching My Historical Artifact

6. Lesson closure:

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7. Assessment of student understanding:

Students will create videos with historical photographs as well as those they take of their artifact, relative it belongs to, etc. to tell the story they have uncovered through their research.

History Detectives

Lesson Plans

Introduction

1. Describe the *History Detectives* show and how the various professionals research an artifact brought to their attention. These include: historian, appraiser, auctioneer, & sociologist.
2. Discuss what the students already know about Suffragists and the 19th Amendment.
3. Go to the *History Detectives* website and choose Season 9, Episode 10, Part I: *Suffrage Pennant*
<https://www.pbs.org/opb/historydetectives/investigation/suffrage-pennant/>
4. Explain a few things about the story before watching the episode:
 - A citizen from around the United States has an interesting object that they think is tied to an important event in history, but don't know how to find out.
 - One of the History Detectives meets them and discusses the family lore about the object.
 - Next, they analyze the object, record any identifying features, and begin with an on-line search to find out what they can about the incident and the time-period.
 - The detective then finds experts in the field who can help them solve the mystery. One discovery leads to more questions which leads them to more experts until they find the answer to the question, or hit a dead-end.
5. At the end of the episode, stop the video and explain about the file folders that they use to share more information for further research about the event or the time-period.
6. Explain how we are going to become *History Detectives*.
7. Assign: *Search Your Attic*. Students should bring one of these items to school (with parents' permission).

Learn Investigative Techniques

Use the *Investigative Techniques* sheet to record what you learn about each of these as we work through them:

1. Appraising – examine carefully one object found during the *Search Your Attic* assignment. Record everything you discover in your examination.
2. Document Examination – same as above for those students who brought a document.
3. Photograph Analysis – same as above for those students who brought a photograph.
4. Historical Research – search the internet for historical information related to the object they brought.
5. Archival Research – use on-line data bases to find archives related to the object they brought.
6. Genealogy – research family history further for those objects that connect to their families.
7. Tracking People – learn about public records that can tell you about people.
8. Finding Experts – search on-line for experts that can help them in their research.

Research Your Artifact

Try to find out as much as possible about the artifact you have chosen from your attic (or basement, or grandma's house...). Use multiple websites and perhaps find local experts who can help with your search.

Use the *Researching My Historical Artifact* sheet and a journal to record all the research you conduct. This will ensure that your research is deep and thorough.

Share Your Findings

Create a WeVideo much like the *History Detectives* videos by using historical pictures to tell the story of your family artifact.

Become a History Detective

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Researching My Historical Artifact

Make a research notebook, and for each of the Investigative Techniques we learn about, record what you discover about your artifact. Answer all the questions. Sketches are also useful!

1. Appraisal - estimating of the provenance, veracity, significance and value of the object.

- Describe the object, especially any distinguishing features.
- What do you think the object is?
- What time period might it be from?
- What is it made of?
- What condition is it in?
- Do you know the provenance (where it originated)?
- Do you have an estimation for its value?
- What resources did you use to make this appraisal?

2. Document Analysis - investigating historical primary resources.

- Who wrote it?
- When did they write it?
- Where did they write it?
- Why did they write it?
- Is anyone else mentioned?
- If you can't answer one of these questions, are there clues?
- What distinguishing features do you see?
- Is it intact, or is something missing?
What does it tell you about the time period?

3. Photograph Analysis - investigating historical photographs.

- Who is the subject?
- Who is the photographer?
- When was it taken?
- What was the occasion?
- What kind of photograph is it?
- If you cannot answer one of these questions, are there clues?
- What does it tell you about the time period?

4. Historical Research - digging to find how your artifact connects to history.
 - What can you deduce about the time and place it comes from?
 - What historical events were occurring then?
 - What was life like then?
 - What experts could help you learn about your artifact?
 - What primary sources, related to your artifact, can you find?

5. Archival Research - using databases to find archives related to your artifact.
 - What information do you want to find?
 - What sites did you search?
 - What archives did you find that might help you in your search for historical clues?

6. Genealogy – researching your own family tree.
 - Who do you think your artifact might be connected to?
 - What makes you think so?
 - What information about your family do you already have?
 - What don't you know that you'd like to find out?

7. Tracking People - searching public records to find out about people.
 - What is it you need to find out?
 - How much do you already know about this person?
 - What public records might help you?
 - Where will you go to search these records?

8. Finding an Expert - searching for an expert who can help you.
 - What profession might be valuable to your search?
 - What organizations did you find that might help?
 - What individuals did you find to help you in your search?
 - Did you find any primary witnesses?

History Detectives: Search Your Attic

Your assignment is to search your house for interesting artifacts that might give clues to historical incidents, or your own family's history. Do some investigative work on each item and write your discoveries here:

Artifact	Time Period	Possible Significance
1.		
2.		
3.		
4.		
5.		