

Attic Artifacts



INTRODUCTION

Following World War II, many Americans kept souvenirs of lost loved ones or their time in the war. Many of these articles were stored in boxes or trunks and then tucked away in attics, basements, and garages for decades. In this program, students will learn what qualifies as a primary source, and how important they are as sources of information. Students will handle and evaluate images, documents and a variety of artifacts from WWII. The inquiry process students will be applying in this lesson is driven by questioning and critical thinking. Students will progress through six phases as they engage with primary sources.

OBJECTIVES

- Students will gain knowledge of the characteristics and value of primary sources.
- Students will use a critical thinking inquiry process to analyze primary sources and draw conclusions.

ACKNOWLEDGEMENTS

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- 3 Lesson Plan
- 4 Attic Artifacts: A Window to the Past
- 5 Primary Source Set List
- 6 Primary vs. Secondary (one per student)
- 7-8 Primary Source Analysis (three per group)
- 9 Sources

TARGET AUDIENCE: Grades 6-8

TIME REQUIREMENT: 1 Hour

NATIONAL CURRICULUM STANDARDS

All lesson plans meet numerous national Common Core State Standards for Literacy in History/Social Studies, Science and Technical Subjects, as well as National Curriculum Standards for Social Studies.

| Common Core St Standards | | 6th - 8th |
|--|--|---------------|
| Standard | RI - Reading Informative Text | 4, 7 |
| | W - Writing | 7-9 |
| | SL - Speaking and Listening | 1, 2, 4 |
| | RH - History/Social Studies | 4, 7, 9 |
| Nat'l. Curriculum Standards for Social Studies | | |
| Theme | 2: Time, Continuity, and Change | Middle Grades |