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HANDS ON HISTORY

Hi, I'm Eric, and I think history rocks!
You can watch my time travelling adventures on the Hands on History website.

This is Aggy and Mona – get hunting for history with us!

Build a time capsule

Whether you have a minute to spare or a whole day, you can get hands on with history in your own home.

This pack includes instructions for making a time capsule and hiding it for future historians, alongside two quick and simple activities to help you get hunting for history at home.

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From building an ancient stone circle, to creating an archaeological excavation or going on a Norman walk, there are loads of fun, family-friendly activities to try out on the website.

bbc.co.uk/handsonhistory



Activity 1



HISTORY HUNTING

Great for: the whole family together; or adults can set the challenge and enjoy hearing what the kids have discovered. (You might want to state some 'no-go' areas!)

You have a 10-minute time limit – Get hunting for history!

You are looking for...

- The oldest object
- The newest object
- The most interesting object

When the time is up, compare what you have discovered

- Who has found the oldest and newest objects?
- How do you know how old something is? Think about the colour, the texture, the decoration, the stories you know about the object.
- If you aren't sure, how could you find out more? You could visit a local library, archive or research your object online.
- Discuss the 'interesting' objects you've found – what makes them interesting to you?



You've done some hands-on historical research.

Want to keep hunting? Look out for:

- pictorial evidence (photos and drawings)
- written evidence (books, newspapers and letters)

Hunt for them in your home and share the stories you find.



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Activity 2



WHAT ON EARTH IS THAT?!

Great for: children who love storytelling and drama

Take one of the objects you have found and imagine that you are someone from 1,000 years in the future who has just dug it up.

What would you think it is?

- Remember, the ideas might be wildly wrong (in fact it's more fun if they are!)
- Pick one of the objects you have found and pass it around the group – each person has to describe the object as something that it isn't. For example someone from the future might think that a digital watch is a teleporter or that a pen is a mini-space rocket..!

Think about these questions:

- What do you think it is?
- How do you think it was used? – And why?
- Who do you think would have used it?



You've thought about how historians and archaeologists interpret their discoveries.



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Activity 3



BUILD A FAMILY TIME CAPSULE



A time capsule is a great way to leave evidence of your own history for the future.

- Choose your container. It needs to be strong, watertight and big enough for the objects you want to bury. Remember, many containers these days are biodegradable, which is great – unless you want to bury a time capsule!
- Pick 5-10 items to represent everyone in your family – include favourite hobbies, holidays, pets, films and more. Think about what you found in the History Hunt – objects, pictures and written evidence.
- Write a letter to go in the box, include the date, details of who you are and any message you want to leave. All of that information will be useful to a future historian learning about you.
- Bury your time capsule, ready to be discovered.

Nowhere to bury your capsule? Hide it in your house or flat instead (under a floorboard, in a cupboard or in the attic).

OR

Make a time-velope

- This is like writing a letter to the future!
- Take a large, ordinary envelope.
- Put your evidence inside it, including your message. Pictorial (photos and drawings) and written (articles and letters) work best for a time-velope.
- Seal the envelope securely – you might even add a wax seal or fancy stickers.
- Write 'Not to be opened until...' and add a date in the future.
- Hide it somewhere inside your home, ready to be found.



You've preserved historical evidence for the future.



Be a historian of your own past!

Set a date for one, two or even five years in the future to open your time capsule or time-velope together. You'll find a lot will change in a short space of time. You can even add more and hide it again.

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IMAGINE LIVING IN Ancient Times

Overview

Based on information and details provided in a historical account, this activity asks students to consider how past peoples satisfied basic needs.

Objectives/Skills

Students will

- describe how a community satisfies its needs for food, shelter, and clothing
- learn factors that affect the collective well-being of people
- use comprehension skills to gain meaning
- gain experience in communicating data
- practice the skills of interpretation, imaginative recreation, group work

Subjects

Language arts, social studies, fine arts

Age Level

Grades 3 through 8

Materials

- an account of prehistoric life, a Spanish expedition, or an early homesteader that relates details about environment
- the summary chapter of an archaeological report

Background

As archaeologists study the results of their investigations, they ask the question: How did the inhabitants

satisfy their needs? In the process of this activity, students should conclude, among other things, that some of the skills required by previous populations included tool making, weaving (basketry), and tracking animals.

Procedure

1. Ask students to pretend that they have been teleported to another time period in a specific area; for example, the Archaic period of 6000 B.C. in the Trans-Pecos region. The time period will depend on the account that has been selected for discussion.

2. Present information about the

environment and resources of that era. Ask them to recount what they know of the skills of early people of that area. Brainstorm as a group and make a list for easy reference.

3. Ask students to relate in skits (drama) or on a mural (art) how they would adapt, given the information and conclusions that they have assembled. What skills do they have that would have been useful in an earlier time (universal characteristics)?

4. As an extension to this activity, you might reverse the situation and ask students to brainstorm about how an Archaic-era hunter would adapt in the twentieth-century world.

Teaching with Historic Places

As a possible extension to the lesson plans presented in this edition of the Education Station, teachers should know about a set of classroom-ready activities dealing with historic sites in the U.S.

"Teaching with Historic Places" was developed cooperatively by the National Park Service, National Register of Historic Places, and the National Trust for Historic Preservation. As a focus of study, the lesson plans use properties listed in the National Register—for example, the Knife River Indian Villages National Historic Site in North Dakota. They link the dramatic story of a place to larger themes in history, social studies, geography, and other subjects. As educational resources, the lesson plans encourage basic and critical thinking skills; include activities guiding students to their own community's history; and they can be adapted for use by different grade levels.

"Teaching with Historic Places" lesson plans are available for \$5.95 per unit plus shipping and handling. Orders of five or more lesson plans are discounted by 20%. To receive a free brochure listing sites included in the program and an order form, write to the Preservation Press, National Trust for Historic Preservation, 1785 Massachusetts Ave., N.W., Washington, D.C. 20036; or call (800) 766-6847.

TEACHING THE Concept Of The Past

Overview

A series of practical activities provides an introduction to, and helps students to develop, a concept of the past.

Objectives

Students will

- understand the concept of past time on a personal level
- sequence personal events in the past using simple mathematics
- discuss the importance of past history to their own lives
- speculate on the importance of the present to the future

Subjects/Skills

- social studies, math
- inference, evaluation, research

Age Level

Grades 4–8

Materials

- 20-foot tape measure
- one envelope per student
- index cards or slips of paper
- paper clips or clothespins
- three handouts (pages 9–10))

Time Required

Allow 1 hour to prepare this activity and 1–2 class periods to complete it.

Preparation

1. The day before the activity, ask students to write down two objects of importance to them, excluding animals and people. One item should be something treasured by them now, in the present. The second should be something they loved five years ago. They

should seal their list in an envelope, to be opened at the end of the activity.

2. Prepare a card or slip of paper for each student, with a month and year from the past 10 years written on it.

Procedure

Activity 1: Thinking about the Past

1. Distribute and ask students to read Worksheet #1 (page 9).
2. Ask students to complete Worksheet #3 (page 10) to apply concepts of the past and present to their own lives.
3. Distribute Worksheet #2 (page 9) and ask students to complete it individually or as a group.
4. As a group, discuss the implications of these activities with students.

Activity 2: Getting a Grasp on the Past

A tape measure is a handy tool for accessing past time in regular, visual increments. Starting with the present at one end, each 12-inch section can equal increments of any number of years.

1. Extend a 20-foot tape to its full length at the front of the classroom and lock it open. Let each 2-foot segment represent one year (e.g., each 2-inch segment will equal one month).

2. Allow each student to select a slip of paper with a month and year written on it. Ask students to come forward, one at a time, to locate her/his month and year on the tape.

3. As each student clips the paper to the tape, ask her/him to state:

- how old they were on that date
- where they lived
- if they could read and write
- the kind of clothes they might have been wearing at the time
- a song they might have known
- an activity they might have done

Because the past is shared by everyone, classmates can help each other with answers, although each student

should find her/his spot on the tape.

Activity 3: Follow-up Discussion

1. Complete this activity by asking students to discuss these questions:

- What could you discard or remove so that no one would know that you personally have been: a) in this classroom; b) in this school; c) in your home; or d) in your town?

- What could you discard or remove so that no one would know that humans have been in your city or state?

- If you could keep only three items, what personal belongings would you like to have for the rest of your life? What would you do to preserve them?

- Conservationists raise funds to preserve important objects, buildings, and places where people lived in the past. Can you explain why they do this?

- If the only items from the present that we preserved for the future were broken pop bottles, paring knives, and videos of "Rocky and Bullwinkle," how would people in the future describe us?

- List any three events of the past 100 years that have changed the way you live life today. What would your life be like if they had not happened?

- Is it true that the past has made us what we are today? Explain why this is or is not true.

- If you could pick any time period in which to live, what would it be and why? Where would you go to find out more about it? (This question can serve as a springboard for research or writing activities for older students.)

2. Ask students to open the sealed envelopes they prepared. As a group, discuss whether they would change either of the items that they listed.

3. Close the activity with a group discussion centered on these questions: Do you think that the past is important? Why or why not? What can we do to protect our past?

Student Worksheets**WORKSHEET #1:*****What is the Present and What is the Past?******What is the Present?***

The present is time "now." We all live in present time. We live in what we call "now." We may dream about the past and the future, but we all live now, in the present.

We can think of the present as a picture, a big instant photo that has all of us in it, and all the things we own now, and all of the people and things that we know now. The present is like a huge puzzle with many pieces all in their place.

What is the Past?

The past is time "then." The past is time one second ago; one minute ago; one hour, week, month, or year ago; 100 or 1,000 years ago—as far back as you can imagine.

The past is also like a huge jigsaw puzzle. In the past, pieces of the puzzle have been lost, forgotten, stolen, or they have crumbled, rusted, or disappeared. Often, the further back into the past you go, the more that pieces of the whole picture are missing.

What do you think about the present and the past?

WORKSHEET #2***What is Passing? What has Passed?***

The items on the list below are in the process of passing from common knowledge and common public use. As they pass, they are being replaced by new things that fulfill the same functions. In a few years, the listed items will be considered curiosities from the past. They will have disappeared

from the picture of the present.

Your task is to discuss each item on the list—either in writing or in discussion, describe its form and function, and explain what is replacing each item in the present. See if you can think of other items to add to the list.

- drive-in movies • television antennas • typewriters
- dumps and landfills • cloth handkerchiefs for your nose
- enclosed telephone booths • smoking in public places
- marbles • books • paper dolls • ice cream trucks
- home milk delivery • dumping trash on roads from cars

Can you think of other items that are fading from use?

WORKSHEET #3

Time Puzzle

To see how quickly pieces of the whole picture puzzle disappear when we move into the past, answer the following questions on a separate piece of paper.

1. What is the name of your favorite song?
2. What color shirt are you wearing?
3. Who is the president of the United States?
4. Who is sitting next to you?
5. Is it clear, cloudy, or rainy today?
6. What did (do) you have for lunch?
7. What color are your eyes?
8. Name a piece of jewelry you are wearing.
9. What are you wearing on your feet?
10. What is the first name of the president's wife?

One week ago when this class met:

1. What was the name of your favorite song?
2. What color shirt were you wearing?
3. Who was the president of the United States?
4. Who was sitting next to you?
5. Was it clear, cloudy, or rainy?

6. What did you have for lunch?
7. What color were your eyes?
8. Name a piece of jewelry you were wearing.
9. What were you wearing on your feet?
10. What was the first name of the president's wife?

One month ago when this class met:

1. What was the name of your favorite song?
2. What color shirt were you wearing?
3. Who was the president of the United States?
4. Who was sitting next to you?
5. Was it clear, cloudy, or rainy?
6. What did you have for lunch?
7. What color were your eyes?
8. Name a piece of jewelry you were wearing.
9. What were you wearing on your feet?
10. What was the first name of the president's wife?

Answer the same questions for each of the following time periods:

- Two years ago on this day at this hour
- Ten years ago on this day at this hour

RESOURCES FOR TEACHERS

Abbau, Marcy, ed. *Architecture in Education. A Resource of Imaginative Ideas and Tested Activities* (Philadelphia: Foundation for Architecture, 1992).

Dwight, Pamela, ed. *Landmark Yellow Pages. Where to Find All the Names, Addresses, Facts, and Figures You Need* (Washington, D.C.: National Trust for Historic Preservation, 1993).

Florida Department of State. *Florida Heritage Education Program Lesson Plans, Series 1* (Tallahassee: Division of Historical Resources, 1996).

Hunter, Kathleen. *Heritage Education: A Community-School Partnership* (Washington, D.C.: National Trust for Historic Preservation, Information Series No. 73, 1993).

Kyvig, David E. and Myron A. Marty. *Nearby History. Exploring the Past Around You* (Nashville: American Association for State and Local History, 1982).

Levstik, Linda S. *History from the Bottom Up* (Washington, D.C.: National Council for the Social Studies "How To Do It" Series, Series 5, Number 1).

Metcalf, Fay D. and Matthew T. Downey. *Using Local History in the Classroom* (Nashville: American Association for State and Local History, 1982).

National Archives. *Teaching With Documents. Using Primary Sources from the National Archives* (Washington, D.C.: National Archives and Records Administration, 1989).

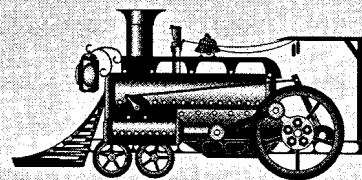
National Park Service, Cultural Resources Division. "Teaching with Historic Places." CRM 16(2): 1-24, 1993.

National Trust for Historic Preservation. "Focus on Heritage Education." *Historic Preservation Forum* 6(1): 5-45, Jan.-Feb. 1992.

Weitzman, David. *Underfoot. An Everyday Guide to Exploring the American Past* (New York: Charles Scribner's Sons, 1976).

White, Charles S. and Kathleen A. Hunter. *Teaching with Historic Places. A Curriculum Framework* (Washington, D.C.: National Trust for Historic Preservation, 1995).

Compiled by KC Smith



The Education Station invites examples of lesson plans and activity ideas, comments about useful resources, and articles about unique approaches to teaching archaeology. Please accompany material with illustrations and black and white photos. Do not send color slides or negatives.

Send material to Cathy MacDonald, 570 Walsh Drive, Port Perry, Ontario, Canada L9L 1K9; (905) 666-2010.

TELLING An Object's Story

Overview

During a museum visit, students select objects to study and describe, then write stories based on their observations of and reactions to the objects.

Objectives

Students will

- closely observe cultural objects and list concrete details about them
- select important details to include in a descriptive paragraph
- distinguish between objective and subjective language
- write a descriptive text using only objective details
- write a story using both objective and subjective language

Subjects/Skills

- archaeology, anthropology, history, language arts, art
- observation, description, evaluation, comparison, interpretation, composition, drawing

Age Level

Grades 6–10

Materials

- paper and pens or pencils
- clipboards

Time Required

Allow 1–2 hours to prepare for this activity and 1–3 hours at the museum. Optionally, the final step of the activity can be done during a class period.

Background

Whether objects that they recover are whole or fragmentary, an archaeologist

must analyze the characteristics of each artifact—such as shape, size, fabric, decoration, and mode of construction—and then try to determine its function. This latter quality is sometimes hard to assess, and archaeologists take care not to assign a function based on modern perceptions about what people need and the tools they make.

In addition, a researcher may have subjective or emotional reactions to an artifact because of its attributes, symbolism, or the statements it makes about a past population. In writing about their finds, archaeologists emphasize the objective details, although they sometimes weave their subjective responses into the story as well.

In an activity that combines the observation of objects with a writing exercise, teachers make use of the rich array of cultural materials available at local museums. Adapted from a lesson plan in which paintings are the focus of attention, the activity as presented here can be tailored further, based on current classroom topics or the age and abilities of students. For example, the lesson can complement an archaeology unit by demonstrating one of the tasks that archaeologists perform; or it can be used to highlight artifacts from a particular culture or time period.

Older students may be able to work with limited supervision in different areas of the museum, while younger students should be kept together in a single gallery. In selecting their artifacts for study, students should avoid objects that have few distinctive attributes, such as a plain pot sherd; and avoid reading interpretive labels, focusing instead on the qualities of the artifact.

Vocabulary

artifact — any object made, modified, or used by humans

attribute — a characteristic or prop-

erty of an object, such as weight, size, or color

culture — a set of learned beliefs, values, and behaviors—the way of life—shared by members of a society

historic — a term referring to past eras or cultures in which or about which written records were made

prehistoric — a term referring to past eras or cultures in which or about which written records were not made

Preparation

1. Select a local museum to use for this activity, then visit it to become familiar with the exhibits. Note the locations of objects that students can study during the exercise.

2. Contact the museum education or program staff to make a reservation (if necessary) and to ask whether there is a quiet area—perhaps a corner of a gallery—where you can conduct part of the lesson without being disturbed.

3. If necessary, model the activity in class before the field trip so students will know what to expect. Bring a selection of “thingamajigs”—objects that are not readily identifiable—to class and guide students through the steps 2–5 of the lesson plan.

4. Gather writing materials.

Procedure

1. *Students select an object to study.*

Lead students on a brief tour of the museum, pointing out several objects that you find appropriate for the activity. Tell them to note the locations of artifacts that interest them and explain that each person will write about a different object. Then instruct each person to choose an item for the assignment.

2. *Students make a list of the details, or attributes, of their object.*

Allow students a few minutes to observe their artifact, then instruct them



When students study and write about objects that may be unusual or unfamiliar, they learn to appreciate the significance of artifacts, and the people who made them.



to make a list of as many details as possible that describe its appearance. The list should include physical attributes rather than subjective observations, assumptions, or emotions that the artifact evokes. For example, a student might write, "pointed stone object with nicks along the edges of both sides," but avoid such language as "small, perfect arrowhead used for hunting."

3. Students write descriptions of their objects.

Gather students in the quiet area identified during preparations. Allow them several minutes to write a description of their object based on the list that they compiled. Explain that the description should enable someone else to find the artifact in the museum. Tell students not to include all of the attributes that they listed, but rather to select the most important or distinctive traits; and remind them again to avoid making subjective remarks or assumptions. For now, the point is to focus on the physical details of the object.

4. Volunteers read their descriptions aloud.

Select a few volunteers to share their descriptions. After each one, ask listeners to state whatever details they remember. If two students wrote about similar artifacts, discuss similarities and differences in the two descriptions. Discuss any subjective language or assumptions that may have slipped into the descriptions, explaining that the focus at this stage is to give "just the facts." Ask students how subjective language can portray more than the facts.

5. Students create drawings based on each other's descriptions.

Divide students into teams, ensuring that students who worked on similar artifacts are not paired. Instruct team members to exchange artifact descriptions and to draw an illustration of the other's object.

6. Students attempt to find their partner's object.

Give students 10 minutes to try to find the object described by their partner. They may use the descriptions and drawings, and they should work in teams, although partners should not give each other hints as they search.

7. Students evaluate the written descriptions.

When the search time has elapsed, reconvene students in the quiet area and ask how many located their partner's object. Invite several teams to share their descriptions and drawings with the rest of the class, using these examples to discuss aspects of the descriptions in general that were useful in helping to draw an artifact and find it in the museum, as well as ways in which descriptions could have been improved. If time permits, take students to an artifact that no one has studied, preferably one with many attributes, and collectively create a descriptive list of its details, asking students to draw on the experiences that they have just had.

8. Students write stories about their objects.

To help students combine the visible aspects of cultural items with the feelings and ideas that they inspire, ask students to write a story about their artifact. Explain that they may use their descriptions or return to the object; and, unlike their descriptions, the stories do

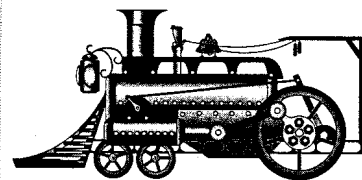
not have to stick to the facts. The inclusion of emotions, assumptions, and subjective language is quite acceptable.

9. Students share their stories.

(This step can be done at the museum or in the classroom.)

Ask students to read their stories aloud to their classmates.

The concept and portions of the text for this activity have been adapted from "Telling a Painting's Story," in Collecting Their Thoughts: Using Museums as Resources for Student Writing, pp. 13-17, produced by the Smithsonian Institution Office of Elementary and Secondary Education. The activity was adapted by KC Smith, Museum of Florida History, Tallahassee, FL.



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Picture This

USING PHOTOGRAPHS TO STUDY THE PAST

Overview

An old photograph provides a basis for discussion about life in the past, and demonstrates the value of photos as primary sources.

Objectives

- Students will
 - understand that photographs represent primary source material
 - recognize that photos record details about the past and can be used for interpretive and comparative purposes

Subjects/Skills

- social studies, photographic arts
- observation, deduction, inference, comparison, interviewing

Age Level

Grades 4—8

Materials

- copies of the student worksheet
- old photos brought from home
- paper and pencil

Time Required

Allow one hour to prepare for this activity and 1–2 class periods to complete it.

Background

Photographs are a form of artistic expression and human record that modern people understand very well. They are used to capture peoples' lifestyles, special or historic events, candid activities, familial and social relations, artistic feelings, and even criminal deeds. Photographs of peoples who do not, or did not, keep written records some-

times provide a primary source of information about those cultures. A century ago, when having one's picture taken was a rare experience, people often posed with serious and formal expressions—creating the impression that society and people were a little dour.

For modern researchers who use photographs to glean details about the past, the adage "a picture is worth a thousand words," could not be more accurate. But despite their seeming objectivity, historic photos must be studied carefully and critically. While many scenes and events have been recorded because a photographer was "in the right place at the right time," more often photographs are, or have been, taken with purpose, forethought, and composition in mind. It is the photographer, through his or her positioning of the camera's eye, who defines a picture's content and determines what will be included or omitted in a scene.

Thus, when a photo is used as a primary source, it should be augmented by other information. Knowing who took the photo; why, when, and where it was taken; who requested it; and the identity of the subject(s) can shed additional light on the content and meaning of the image. Documents, artifacts, oral histories, and personal papers or records also can help to place a photograph into a larger pattern of events or behaviors and give it greater validity.

Historical archaeologists use old photographs in many ways. For example, by determining the earlier appearance of an area, including the landscape and structures, an archaeologist can anticipate and better interpret features found during an excavation. Photographic images also help to identify fragments of recovered objects that may appear intact in a photo.

Photographs are a particularly vivid teaching device for students because they provide views of the past for

people whose own history may be very short. They can provide a source of inquiry and explanation; and, of course, they serve a lasting purpose by stimulating the visual and mental senses.

The photo on page 7, taken in 1900 in Pensacola, Fla., portrays two people relaxing in rocking chairs, surrounded by the types of household artifacts found in many homes at the time. After analyzing the photo, students will discuss how the couple's turn-of-the-century lifestyle compares to scenes in their own family and to the observations of elders whom students have interviewed. They also will discuss how an old photograph might be useful to an archaeologist.

Preparation

1. Several days before the activity, assign students two tasks to complete.

a. Ask them to talk to an elder relative or neighbor who has lived in the same area for many years and can describe some changes that he or she has witnessed over time. As a group, the class might develop two or three questions to ask the subjects. Students should make notes during or immediately after the conversation, and bring the notes to class for the activity.

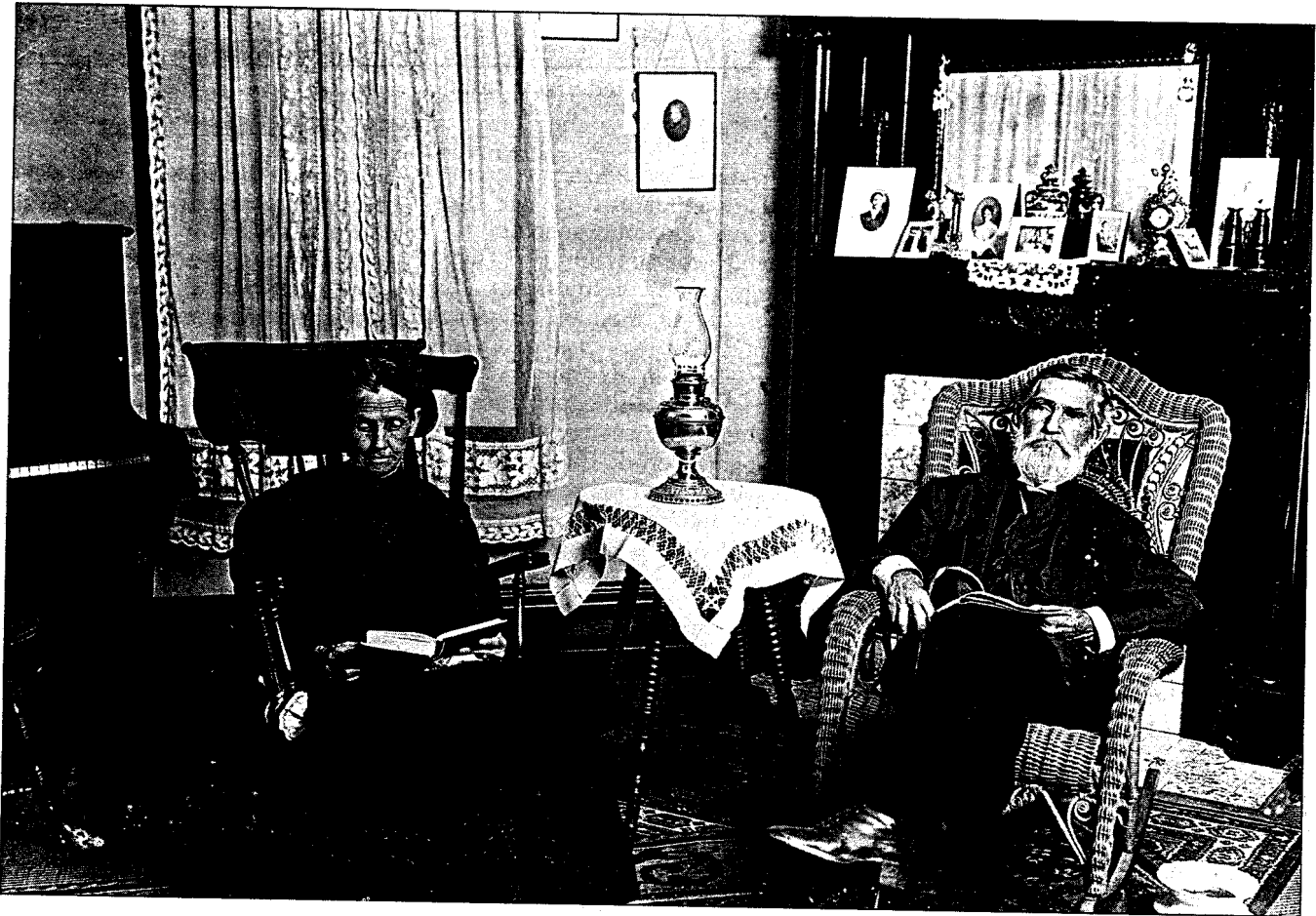
b. Ask students to find an old family photo to bring to class on the day of the activity. The image can illustrate people, a place, or an event, but the scene should be as "unmodern" as possible. Students should know details about their picture.

2. Decide how students will be divided into two-person teams. Make one copy of the student worksheet (page 7) for each team.

3. The day before the activity, remind students to bring their photos and interview notes to class. Instruct them not to show their pictures to classmates.

Continued on page 8

Student Worksheet



Instructions

The way that people live and the equipment that they use changes constantly over time. We can learn about people and activities of the past from old photographs. However, when we study these images, we need to remember that the photographer probably had a specific idea in mind when she or he took the picture. We have to ask ourselves these questions:

- *What does this photograph tell me?*
- *Why did the photographer take this picture?*
- *Is it a fair and accurate portrait of the past?*

Examine the photograph above and answer the following questions on a separate sheet of paper.

First Impressions

1. What is your first impression about this photograph? What seems to be happening in the picture?
2. How would you describe the people (their age, clothing, expressions, relationship, economic status)?
3. Make a list of the objects in the photograph. Make another list of the kinds of technology that the people have or do not have (by today's standards).
4. When do you think the picture was taken (year, time of day)? Where was it taken? How can you tell?

Drawing Conclusions

1. Why do you think the photo was taken? Did the photographer have a message to share?
2. What does the picture tell you about the past?
3. What objects in the picture would survive over time?
4. What questions do you have about the photograph?
5. How could you get more information about the photograph and the time period in which it was taken?

Procedure

1. Open the activity with a brief discussion about photographs as primary sources of historical information. Talk about photos as visual records of change over time, and how this might be useful to archaeologists and historians. Invite students to share some of their interviewees' comments about social or technological changes that they have witnessed.

2. Divide students into teams and give each group three sheets of plain paper and a copy of the student worksheet, which will guide their analysis of the photograph. Review worksheet instructions and tell students how long they will have to complete the task. Their joint conclusions about the worksheet photo should be recorded on one piece of plain paper.

3. When the teams have finished analyzing the photograph, lead a discussion about their observations and

conclusions. If necessary, draw their attention to such details as the kerosene lamp used for light; the couple's dress and appearance; and the spittoon next to the gentleman and the cane in his hand—which may indicate disabilities caused by poor diet as much as old age. Encourage students to make comparisons between the apparent lifestyle of the 1900s couple, their own family, and the comments received from their interviewees.

4. Ask students to exchange the personal photos brought from home with their partner and to use the worksheet and remaining sheets of paper to analyze the new image. (They work independently on this task.)

5. When this is done, tell them to verify their conclusions through a second "source"—their partner—whom they interview for additional information. If some worksheet questions still cannot be answered, the students should decide what other sources (parents, books, archives) might provide the missing details.

6. Close the activity by inviting several volunteers to discuss their analyses, noting the information gleaned from the photo and their partner, and other possible sources of data. Ask students as a group to discuss whether the content and meaning of the photos were easier to determine because an additional "source" (their partner) was available to provide details.

Related Activities

These extensions to the lesson plan, recommended for students in grades 9–12, were provided by Cathy MacDonald.

1. Obtain photographs from the same time period that show people from different classes. Compare and contrast the experiences of their time.

2. Ask students to shoot some photographs that parallel or replicate the scene in the lesson plan photo, except in a modern setting. Use these images as a basis for discussion: Is it possible to "recreate" the past? Why not? What aspects of society have changed? Are these changes for the better?

3. After comparing photos from the past and present, ask students to describe several features that are different about modern life. They should include attitudes in their descriptions.

4. Ask students to research the history of photography, especially ways in which the art and science of photography have changed over time.

Except as noted above, this lesson plan was prepared by KC Smith, program supervisor for statewide service at the Museum of Florida History, Tallahassee.

Resources For Teachers

Compiled by Martha Williams

Anderson, John. *From Map to Museum: Uncovering Mysteries of the Past* (New York: Morrow Books, 1988). Based on a Spanish mission site in Georgia, this book explains the processes of historical archaeology from document research and excavation to the development of an interpretive museum. Level: 4th–6th grade.

Deetz, James. *In Small Things Forgotten: The Archaeology of Early American Life* (New York: Anchor, 1977). The underlying tenets of historical archaeology are presented, detailing how the discipline enriches the documentary record of American life. Level: 10th grade—adult.

English Heritage Education Service. *English Heritage Education Service Teaching Packets* (London: English Heritage Education Service). Titles relevant to historical archaeology include: *St. Augustine's Abbey*, *Carisbrooke Castle*, *Yarmouth Castle*, *St. Catherine's Oratory*, *Appuldurcombe House*, *Osborne House*, *Life on a Royal Estate*, and *A Teacher's Guide to Learning from Objects*.

Gould, Richard. "Nautical Archaeology: Non-Intrusive Approaches" (Weston, Ct.: Pictures of Record, 1995). This slide set featuring the Monitor and a 17th-century

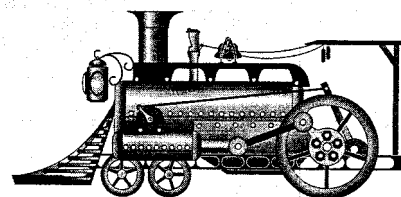
warship shows how shipwrecks can be investigated in a non-destructive way.

Hume, Ivor Noël. *Historical Archaeology* (New York: Alfred A. Knopf, 1969). This classic work offers a methodical explanation of historical archaeology and types of sites typically encountered. Level: adult.

Public Broadcasting System, Odyssey Series. "Other People's Garbage." This videotape deals with the historical archaeology of 20th-century coal mining towns in California, slave quarters in coastal Georgia, and urban archaeology in Boston. Level: all ages.

Samford, Patricia, and David L. Riblett. *Archaeology for Young Explorers* (Williamsburg: The Colonial Williamsburg Foundation, 1995). A new booklet guides young readers through historical archaeology, from research to conservation, with self-directed activities throughout the text and a strong preservation message at the end.

Starbird, Robert, and Daniel Rainey. "American History? It's Beneath Your Feet!" (Media, Penn.: Media, Inc., 1990). This videotape shows the processes of historical archaeology being applied to urban sites in Alexandria, Va., and Baltimore, Md. Level: 10th grade—adult.



The Education Station invites examples of lesson plans and activity ideas, comments about useful resources, and articles about unique approaches to teaching archaeology. Please accompany material with illustrations and black and white photos. Do not send color slides or negatives.

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