

HISTORIC AMERICAN INDIAN CASE HISTORY

Description and Resource Materials

LESSON 1: OBJECT, DOCUMENT, AND IMAGE STUDY (1)

LESSON SUMMARY:

The purpose of this lesson is to introduce students to the idea of “reading objects”. They will learn that objects as a primary source of historical information can be studied in order to learn about the past. Students will develop their observational and record-keeping skills. In a way similar to historians, students will come up with hypotheses or “educated-guesses” and practice drawing conclusions based on their observations. In these exercises, students will look at objects more closely and draw conclusions based on those observations to determine if the objects can tell us more than we know.

ESTIMATED DURATION:

Duration will vary depending on materials and resources used.

COMMENTARY:

This lesson is designed for use with a wide range of grade levels and class sizes; the proposed activities are merely a guide. Used with an entire class or broken down for use within student learning centers, instructors should modify activities to best serve the curricula and students’ needs.

OHIO SOCIAL STUDIES ACADEMIC CONTENT STANDARDS ADDRESSED:

Social Studies Skills and Methods. Students collect, organize, and synthesize information from multiple sources to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written, or multimedia form and apply what they have learned to societal issues in simulated or real-world settings.

Benchmark A (Obtaining Information). Obtain information from a variety of primary and secondary sources using the component parts of the source.

Grade 4

Indicator 1. Obtain information about state issues from a variety of print and electronic sources and determine the relevance of information to a research topic: a. Atlases; b. Encyclopedias; c. Dictionaries; e. Multimedia/Electronic sources.

Indicator 3. Use primary and secondary sources to answer questions about Ohio history.

Indicator 4. Describe how archaeologists and historians study and interpret the past.

Grade 5

Indicator 3. Differentiate between primary and secondary sources.

Benchmark B (Thinking and Organizing). Use a variety of sources to organize information and draw inferences.

Grade 4

Indicator 5. Identify main ideas and supporting details from factual information

Indicator 6. Distinguish between fact and opinion.



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Grade 5

Indicator 6. Draw inferences from relevant information.

Benchmark B (Thinking and Organizing). Organize historical information in text or graphic format and analyze the information in order to draw conclusions.

Grade 6

Indicator 2. Analyze information from primary and secondary sources in order to summarize, make generalizations, and draw conclusions.

Grade 7

Indicator 1. Describe historical events and issues from the perspectives of people living at the time in order to avoid evaluating the past in terms of today's norms and values.

Post-Assessment:

Constructed Response. Ask the questions: What can be learned from studying objects and documents? How do archaeologists and historians study the past? Ask the students to answer the questions in writing. The instructor may want to post these questions on an overhead projector or on the board.

Guiding Note: Teachers may decide to give this constructed response item upon the conclusion of the lesson, or compile the question with others at the end of all lessons.

Scoring Guideline:

Use the following rubric to evaluate the students' responses to the topic.

Points	Rubric for Object, Document, and Image Study
2	Students will clearly convey an understanding of what can be learned from studying both objects and documents. Conclusions will reflect hunting and gathering for food, tools used for daily life and for spiritual life.
1	Students will convey an understanding of what can be learned from studying either objects or documents.
0	Students will show no understanding of what can be learned from studying objects and documents.

Scoring Guideline:

Use the following rubric to evaluate the students' responses to the topic.

Points	Rubric for Archaeologists and Historians
2	Students will clearly convey how both archaeologists and historians study the past. Answers may include the close observation of artifacts, examination of documents, or making hypotheses (educated guesses) based upon the objects they are studying.
1	Students will convey how either archaeologists or historians study the past.
0	Students will show no understanding of how historians and archaeologists study the past.

INSTRUCTIONAL PROCEDURES:



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LESSON 1: OBJECT, DOCUMENT, AND IMAGE STUDY (3)

Materials and Resources:

Worksheet 2: Object Reading and Document Study
Everyday objects from the classroom (for practice)
Objects or Documents from the Case History

Procedures:

1. Ask the questions: What can be learned from studying objects and documents? How do archaeologists and historians study the past? Ask students to answer the question in writing
2. Read and then discuss the information from Background Page 01 with the students. Select an object to read. It might be helpful to start with a common everyday object or any object available in your classroom, such as a pencil, pen, eraser, etc.
3. Model the technique with the whole class by using the selected item and asking or using the representative sampling of the questions from Worksheet 02. While “reading the object” and answering these questions, the students are gathering and recording information about the object. Students may not have enough information about the object to answer all of the questions. They may end up guessing or making hypotheses. Record the guesses and questions as well. Summarize the information gathered about the object, document, or image. Assure your students that it is okay not to have an answer to all the questions. They may or may not be able to find the answers to all of these questions in follow-up research. Historians are not always able to answer all the questions.
4. Select another type of object, document or image. Repeat the process. Students will become increasingly more confident with the idea of “object reading”.
5. Distribute Worksheet 02 to the class. From the Case History, select objects, documents, or images or have the students (individually or in a small group) choose an object, document, or image that is unfamiliar to them.
6. Caution your students to always be wary of the assumptions they make about the object – even after the object reading and follow-up research. Ask them what questions they *aren't* asking. These questions may reveal adaptive uses or reuses of the object.
7. Ask the students to “read” their object, document, or image then write their responses and conclusion on the appropriate worksheet (object, document, or image).
8. Ask your students where they could find more information to answer their unanswered questions or hypotheses. Sources might include the local library, historical society, or museum, other students/adults, newspapers, magazines, catalogs, photographs, or the Internet.

DIFFERENTIATED INSTRUCTIONAL SUPPORT:

Students with difficulty reading and writing may have the materials and questions read to them and may answer questions verbally. A scribe may write the observations of the student on the worksheet.



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LESSON 1: OBJECT, DOCUMENT, AND IMAGE STUDY (4)

EXTENSION:

Materials and Resources:

Mystery Object, Document, or Image
Paper for Response

Procedures:

Organize a Stump-the-Expert Day. Have students bring in an object that they believe other members of the class may have no knowledge of. Complete the object reading individually. At the end of the object reading, ask if anyone knows what the object is. Ask them to share their hypothesis. If no one guesses the object, ask students to conduct further research to see what they can find out about the object. The students might write an essay answering: What did I learn?

Materials and Resources:

Related Case History Objects, Documents, and Images in Groups

Procedures:

Select a group of objects from the case to examine together. Answer the following questions in writing:

- What do these objects collectively say about the time and place that produced them?
- What production methods and materials were used or available?
- What do they tell us about everyday life, fashion and design?
- What hints do they give about the original owners?
- Draw your own conclusions based on your reading of this group of objects.

Homework Options and Home Connections:

We often take the objects that surround us daily for granted and pay little attention to them. Have your students list the objects in one of the rooms in their home. Have them draw conclusions based on the objects listed. What does this grouping of objects say about the individual and family that owns this room?

Interdisciplinary Connections:

Key Vocabulary:

archaeologist – A scientist who studies the past through objects, monuments, and tools left by previous cultures.

artifact – A material object of a culture, such as a tool, an article of clothing, or a prepared food.

evidence – Facts or observations on which a conclusion can be based.

historian – A student or writer of history.

hypothesis – Something not proved but assumed to be true for purposes of argument or further study or investigation.

object – Something that can be perceived by the senses.

primary source – An account of an event by someone who was present at the event.

secondary source – An account of an event by someone who was not present at the event.

theory – A supposition or a system of ideas intended to explain something, especially one based on general principles independent of the thing to be explained.



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Lesson 1: Object, Document, and Image Study (5)

Technology Connections:

Ohio Historical Society's online encyclopedia website www.ohiohistorycentral.org

Ohio Historical Society's pictured collection website www.ohiohistory.org/ohiopix

Ohio Historical Society's partner collection website www.ohiomemory.org

General Tips:

This lesson could be extended to include the care of objects, documents, and images through proper handling (cotton gloves), proper storage (acid free environment, light sensitive environment, etc.), and surrounding atmospheric (heat, cold, humidity, etc.).

Ask students to look up the differences between restoration, preservation, and conservation.

Attachments:

Worksheet 2: Object, Document, and Image Study



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WORKSHEET 02: OBJECT, DOCUMENT, AND IMAGE STUDY (1)

What do you think of when you hear that you will be studying history? Often we think of books and other written works as resources. Did you realize that one could learn a great deal about the past from **objects**? **Historians** and **archaeologists** use a technique known as “**object reading**”. It is not like reading the words on a page, but it does require careful **observation**. **Historians** ask questions about the **objects** to find out what they can tell us about the people and the time and place in which they were produced or used. Looking at the **objects**, such as the tools people used, the clothes they wore, and the inventions they made, provides us with information that may not be recorded in books and offers us another way to view the past.

Begin this study with a discussion that while it is true we often underestimate the information potential of **objects**, we are constantly observing and responding to **objects** in our environment. “Oh, that is a dumpy piece of furniture!” or “We might as well throw that old cracked plate away.” This exercise is designed to help one to look at **objects** more closely and to draw conclusions based on those observations to determine if **objects** can tell us more than we know.

Working together with others, one can begin to realize that he/she can learn quite a lot about an **object** through a careful and thorough study. Information, such as the **object’s** physical nature, function, relationships to other **objects**, and its value, can be obtained from careful study. It is much harder to determine what **subjective** information the **object** may hold, such as how the owners feel about the **object** or the place of that **object** in the owner’s life.

By using “**object reading**”, one can also describe how **archaeologists** and **historians** study and interpret the past. In addition to object reading, **historians** and archaeologists use other sources of information to learn more about the objects. They study books and **documents** (such as diaries, journals, inventories, newspapers, photographs, and paintings), or draw on their own experiences or the expertise of other people.

Use caution. Always beware of the assumptions one can make about the **object** – even after the object reading and follow-up research. Ask yourself what questions aren’t you asking. These questions may reveal adaptive uses or reuses of the **object**.



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WORKSHEET 02: OBJECT, DOCUMENT, AND IMAGE STUDY (2)

OBJECTIVE QUESTIONS (something real or observable)
How do you hold the object? What is its shape? size? color? weight? What is the object made of? What evidence indicates when the object was made? Does the object have a manufacturer's mark or trademark? What unusual or unique features does the object have? What decorations or symbols does the object have? Was the object hand made or mass-produced? What does this object say about the skill of the person who made it? What apparent function does this object have? What working parts does the object have? Does the object have an odor? Does the object have a sound? How does the object feel to the touch? What earlier objects are similar to this object? What raw materials contribute to the monetary value of the object? What do you conclude from this evidence the object is?
TRANSITIONAL QUESTIONS (moving from a distinct idea to an expanded conclusion)
Who else might have used it? How else might it be used? What other materials could it be made of? How could the object be used differently in the future? How could the object be redesigned for another use? How could the object be manufactured more economically?
SUBJECTIVE QUESTIONS (belonging to a person's opinions)
What do you think this object made of? How do you think it was made? How long do you think it took to make this object? Who do you think made this object? What do you think this object meant to the original user? When do you think this object was made? Where do you think this object was made? How do you think the object was used? Where do you think the object was used? What do you think the monetary value of this object is? How do you think this object changed people's lives? What do you think this object is?



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WORKSHEET 02: OBJECT, DOCUMENT, AND IMAGE STUDY (3)

Name: _____

Directions: This is a study of observation techniques that help us to look at an object and discover information about that object. Sometimes the object “speaks” to us to aid in our investigation. The questions “Who, What, When, Where, Why, and How” are waiting to be answered. Not every question can be answered, but maybe enough can be that one can make judgments about the object.

ANALYSIS	OBJECT OBSERVATION
What (if known) is the object?	
Does the object have identification marks?	
When was the object made? Is it dated?	
What are the dimensions of the object? (_ x _)	
How much does the object weigh?	
What is the object made of?	
How was the object manufactured?	
Who manufactured the object?	
Does the object come apart?	
Does the color of the object serve a function?	
Does the object have functional parts?	
How could the object be used?	
Who might use the object?	
Write your conclusion about this object. Use the back if necessary.	



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WORKSHEET 02: OBJECT, DOCUMENT, AND IMAGE STUDY (4)

Name: _____

Directions: This is a study of observation techniques that help us to look at a document and discover information about that document. Sometimes the document “speaks” to us to aid in our investigation. The questions “Who, What, When, Where, Why, and How” are waiting to be answered. Not every question can be answered, but maybe enough can be that one can make judgments about the document.

ANALYSIS	DOCUMENT OBSERVATION
What (if known) is the document?	
Does the document have identification marks?	
When was the document made? Is it dated?	
What are the dimensions of the document? (<u> </u> x <u> </u>) (<u> </u> pages)	
Is the document flat, folded, bound, or other?	
What is the document made of?	
Who created the document?	
Is the document hand written or printed?	
Is the document in any way illustrated?	
Does the document have any color?	
Is this a private or public document?	
Who is the document intended for?	
Write your conclusion about this document. Use the back if necessary.	



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WORKSHEET 02: OBJECT, DOCUMENT, AND IMAGE STUDY (5)

Name: _____

Directions: This is a study of observation techniques that help us to look at an image and discover information about that image. Sometimes the image “speaks” to us to aid in our investigation. The questions Who, What, When, Where, Why, and How” are waiting to be answered. Not every question can be answered, but maybe enough can be that one can make judgments about the image. An image might be a drawing, painting, photograph, illustration, etc.

ANALYSIS	IMAGE OBSERVATION
What (if known) is the name of the image?	
Does the image have identification marks?	
When was the image made? Is it dated?	
What are the dimensions of the image? (_ x _)	
Is the image flat, rolled, folded, bound, or other?	
What is the image made of? (medium)	
Who created the image?	
Is the image original or a copy?	
Is the image in any way illustrated?	
Does the image have any color?	
What is the subject or theme of the image?	
Who is the image intended for?	
What (if known) is the purpose of the image?	
Write your conclusion about this image. Use the back if necessary.	

