

Uncovering History's Mysteries Object Analysis

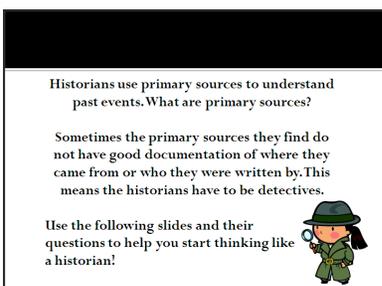
PowerPoint Supplemental Questions

Directions: Before you begin, please print the “Slide Captions” for the Object Analysis PowerPoint. Each one contains valuable information regarding the records or artifacts depicted on the slide. Although each slide has a key question, beside the image of the slides below are other suggested questions to spark discussion with your students.



Prior Knowledge Tie-In: Considering the Mysteries of their Family

1. How many of you have a picture or object in your home that you do not know what it is? Ask for volunteers to share their stories.
2. Does anyone have a parent or grandparent who has told them family (or historical) stories about the pictures or objects they collect or that are in their home? Ask for volunteers to share their stories.



1. Ask for volunteers to give examples of primary sources.
2. What is a secondary source? Ask students to give examples of secondary sources.
3. How do historians use primary and secondary sources to learn about history?
4. Are historians always correct in their analysis of these sources? Explain.



1. If time permits, have students brainstorm everything they think they can learn from looking at a historical picture.
2. What can someone learn about you from your pictures? If you are comfortable, ask what their Facebook pictures say about them.
3. Select a picture on your classroom wall and ask students what they can learn by looking at it.



1. How can you tell? (Make sure they notice both the heavy coats and the snow on the ground)
2. Do you notice anything odd about this picture? (There are no men in the image—if they notice this, ask them why that was the case.)
3. Where do you think this picture might have been taken?
4. Ask for volunteers to suggest what type of event this might have been.



1. How can you tell which picture is older? (If they reference the color, ask them if that always works?)
2. Have students find examples of how they can tell which one is older beyond the color. (Examples—technology, development of land, etc)
3. What climate do you think this location has? Why?

Were you correct?



1. Is this an area that has a lot of people? What in the picture makes you say that?
2. Why do you think Jennifer Hoyt, pictured, was in Antarctica?
3. Even though it's not densely populated, do you notice any similarities between this science station and your homes? (Electric lines)

Which picture is older?



1. How can you tell which picture is older if they are both black and white? What clues did you see in this picture?
2. What is happening in each of the pictures? Who are the men pictured?
3. Do you think both images were taken in active combat zones? Why or why not? (not all soldiers are carrying weapons, the soldiers with President Bush look less dirty and ragged than those with General Eisenhower, etc.)

Who are these men?



1. Have them name the men they do recognize.
2. If they did not know the men, what about the settings of the picture might give them a clue? (Can anyone identify the Oval Office? Or the White House?)
3. What about this image depicts the importance of the Presidency?
4. Why do you think all five are gathered together?

Where do you think President Bush is in this picture?



1. Have students identify parts of the image that differ from their lives. (Climate, dress, falcons, campfire, etc)
2. Why might President Bush have traveled to Abu Dhabi?
3. Who do you think he is meeting with in this picture?

Which family is wealthier than the other?



1. If students are able to correctly identify the family in the lower left as more affluent, ask them what they saw in the two pictures that informed their decision.
2. How are the families different? Similar?
3. How are their homes different? Similar?
4. How are the lives of the individuals in these pictures different? Similar?

What are these women doing?



1. What kind of clothes are the women wearing? What would someone wearing these kinds of clothes typically be doing?
2. What clues in the picture make you think they might be working?
3. What type of job do you think the women have?
4. During what period in history was this picture taken? What evidence do you see and knowledge do you have to support that?

What is her job?



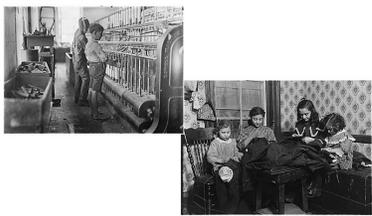
1. What clues do you see in the picture that could help you determine her job? (Specifically ask about her clothes, the room, the tools that can be seen, and what she is doing.)
2. How long ago do you think this picture was taken?
3. Why do you think she chose nursing as a career? What other job options were open to women at that time?

What is the same about the nurses? What is different?



1. How is their clothing similar and different? Even though it is different, how can you tell they are both nurses?
2. Is there a doctor pictured? How can you tell?
3. What are the nurses doing in each picture?
4. How has nursing changed in the last 80 years? What clues exist in the pictures to inform your answer?

How is your life different from the children below?



1. What are the children in these two pictures doing? How can you tell?
2. Why do you think they are working? (Is it for fun or do they have to?)
3. What circumstances do you think led to these children working?
4. What do you think they did for fun? Did they have as much free time as you do?

These people are from different cultures. How can you tell?



1. How are their clothes different from yours? From each other?
2. What do their clothes tell you about them?
3. Are there any other objects in the pictures to give you clues about their culture? What might each of their cultures have valued, based on what you can see?

What can you tell from looking at an object?



1. If time permits, have students brainstorm everything they think they can learn from looking at a historical object.
2. Ask students what they can tell about someone by looking at the objects in their home. Ask a student to volunteer their backpack so the class can analyze it and see what they can learn about the student.
3. Select an object in your classroom; ask students what they can learn by looking at it.

Which one is the oldest?



1. Which one might have been purchased as a souvenir during a trip?
2. Which bell(s) do you think were worn by animals?
3. How can the names of objects sometimes help you to determine how they were used?

Where was this made? Do you think it is heavy or light?



1. Why do you think it is heavy/light?
2. Have you seen one of these before or does it look like something you recognize?
3. Do you know what it is?
4. What clues are on the object to give you an idea of what it is?

How have irons changed?



1. Describe how you think the each of the irons was/is used. (Show them the previous slide with the detachable handle)
2. Why does the newer iron have a cord while the older one does not?
3. How are the irons similar? Do you think one was easier to use than the other? Why or why not?

What is in the pictures below?
What do they tell you?



1. Can you tell where each of these letters were sent from?
2. How much did it cost to mail a letter in 1971? In 1984? What is the difference? Why do you think postage amounts change?
3. Why do you think the postage stamps look so different?
4. Why do you think the post office puts wavy lines over the postage stamp when the letter is mailed?

Who wore each of these?



1. How old do you think each of these shoes are?
2. Which pair belonged to a woman? A child? How can you tell?
3. How are they similar and different from each other?
4. How are they similar and different from shoes today?

What do you think this is?



1. Does this look like something you recognize?
2. Why do you think it has several compartments?
3. Who might have used this?
4. How old do you think it is?

Do you see something like it in the picture?



1. What do you think the woman in the picture is doing?
2. Does this help you figure out what the object might be?

How are the lunch boxes similar and different?



1. Why were the lunchboxes carried by miners made out of metal?
2. How do you think the miners kept their lunches warm in their lunchboxes?
3. Why do we worry about keeping our lunches cold? (We have microwaves, they did not)

Where were these made?



1. How can you find out where an object might have been made?
2. Think about objects you have seen in the past, where do they often have the “made in” logos?
3. Which one do you think is older?
4. Why would someone have these items?

Match the cups to the picture that best fits their use.



1. Why did you choose to place this cup with this picture?
2. Why would you not expect to find this cup in this picture?
3. Why are different cups made for different occasions?
4. How can different utensils or place settings indicate the formality of an affair?

Even though this is not in English, can you tell what it is?



Can you now?

1. Ask them for their initial thoughts and any pictures they see on the image. Click the mouse once.
2. What is pictured in the red circles? (Planes) Ask them if they know what it might be now. Click the mouse once.
3. What is pictured in the yellow circle? (Explosion) Ask them if they know what it is now.

Learning to Look

- In the future, use this handout to help you "detect" the clues that pictures and objects contain.



Give each student a copy of the double-sided Finding Clues Handouts (one each for pictures and objects).

For Your Information

For additional information about object analysis and how to include it in existing curriculum, please reference the following Web sites:

- <http://www.archives.gov/education/lessons/worksheets/>
- <http://www.loc.gov/teachers/usingprimarysources/guides.html>
- <http://www.archives.gov/nae/education/pdf/integrating-primary-sources-into-the-classroom.pdf>
- <http://www.loc.gov/teachers/usingprimarysources/index.html>
- <http://www.archives.gov/nae/education/pdf/guidelines-for-using-primary-sources.pdf>