



### **Civil War Sesquicentennial Project**

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## **LESSON PLAN FOR PRIMARY SOURCES: ARTIFACTS**

### **OBJECTIVES:**

- 1.) To define primary sources.
- 2.) To define secondary sources.
- 3.) To identify types of primary sources.
- 4.) To distinguish an artifact's trustworthiness.
- 5.) To determine when an artifact was created.
- 6.) To analyze an artifact.
- 7.) To compare and contrast a primary source with a secondary source concerning a specific event in United States history.
- 8.) To explain the importance of primary sources in the study of history.

### **MATERIALS AND TIME NEEDED:**

- 1.) Visit <http://visions.indstate.edu/visions/partners/civilwar/civilwar.html> and locate an artifact.
- 2.) It is highly recommended to give students at least part of a class period to look through the site to select an artifact. This could also be a homework assignment.

### **QUESTIONS:**

- 1.) What is the importance of the artifact?
- 2.) What is the subject of the artifact?
- 3.) When was the artifact created?
- 4.) What was the point of view of the creator of the artifact?
- 5.) What was the original intent of the creator of the artifact?
- 6.) In what condition is the artifact?
- 7.) How does this artifact make history come alive for you?
- 8.) Why was the artifact created?
- 9.) Of what is the artifact made?
- 10.) Is this artifact authentic?

## ACTIVITIES:

1.) Locate several artifacts from this Web site that pertain to the same event. Were the artifacts mass produced or were they unique? What do you think the intent of the creator was in producing the artifact? If the artifact was mass produced, where was it made? Are there any parallels between the historic artifact and objects of today? How does this artifact make history come alive for you?

2.) With their parent's or guardian's permission, have students bring an artifact from home to share with their classmates. Is there family lore about this artifact? Where did the family get the artifact? Is this artifact part of a collection? (**NOTE:** This introduces a topic of how artifacts should be handled. Remind students not to bring to school an artifact that is very valuable. Remind them to make sure the artifact is securely locked when it is not in the classroom. The artifact should be in bubble wrap and transported in a box. Gloves may need to be worn when handling it.)