

## Do Artifacts Tell Stories? – Grades 4-8 Educational Program (Grades 6-9 Below)

This educational programming specifically focuses on the *Big Six* text that gets students to develop historical thinking skills. These historical thinking skills are: Evidence and Interpretation, Historical Significance, Continuity and Change, Cause and Consequence, Historical Perspectives, and Ethical Dimension.

### Curriculum Connections:

#### Grade 4

Outcome	Outcome
IN4.3	Determine the influence Saskatchewan people and programs have had on a national scale.
RW4.1	Analyze the strategies Saskatchewan people have developed to meet the challenges presented by the natural environment.
RW4.2	Investigate the importance of agriculture to the economy and culture of Saskatchewan.

#### Grade 5

IN5.2	Analyze the evolution of Canada as a multicultural nation.
DR5.1	Analyze the historic and contemporary relationship of people to land in Canada.

#### Grade 6

IN6.4	Explore the aspects of cultural change over time.
IN6.1	Evaluate and represent personal beliefs and values by determining how culture and place influence them
IN6.2	Examine the social and cultural diversity that exists in the world, as exemplified in Canada and a selection of countries bordering the Atlantic Ocean.
DR6.2	Analyze ways in which the land affects human settlement patterns and social organization, and ways in which human habitation affects land.
DR6.3	Appraise the strategies human societies have used to orient themselves within time and place in the natural environment.
DR6.4	Relate contemporary issues to their historical origins in Canada and a selection of countries bordering the Atlantic Ocean.

#### Grade 7

DR7.3	Analysis the relationship between current and historical events and the physical and social environments in Pacific and northern Canada and in a selection of Pacific Rim and circumpolar countries. (Eg. Treatment of European immigrants WWI, Japanese-Canadians WWII)
IN7.1	Investigate examples of conflict, cooperation, and interdependence

	between Canada and circumpolar and Pacific Rim countries.
IN7.2	Examine the effects of globalization on the lives of people in Canada and in circumpolar and Pacific Rim countries.

## Grade 8

IN8.2	Appraise the influence of immigration as a factor in Canadian cultural diversity.
DR 8.1	Develop an understanding of the significance of land on the evolution of Canadian Identity
DR8.2	Assess how historical events in Canada have affected the present Canadian identity.
PA8.1	Contemplate the implications of Canadian citizenship on the life of Canadians. (Eg. “blue bird” nurses in WWI obtain vote in 1917 federal election)
PA8.2	Present the evolution of a piece of legislation, from its conception to its implementation (Eg. Conscription, War Measures Act)

**Big Six Connections:**

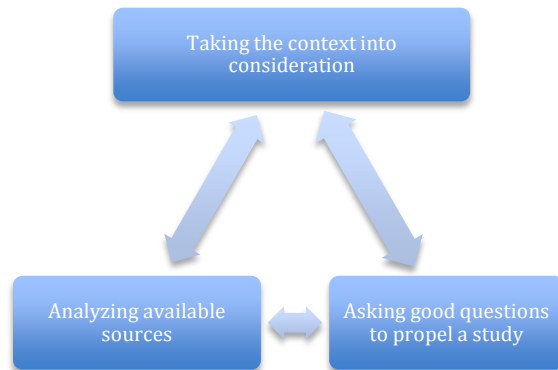
Evidence and Interpretation: focuses on the use and analysis of primary and secondary sources to construct and critique historical accounts.

- Evidence refers to the relevant, credible details from sources that are used to answer historical questions. Asking good questions about source turns into evidence.
- Sourcing often begins before a source is read, with inferences about who created it, when it was created, why it was created, and what the creator’s conscious or unconscious values and worldviews are.
- **Source: Dr. Lindsay Smith Gibson**

**The Big Six: Evidence and Interpretation**

- It is the idea of doing an analysis on primary and secondary sources (Dr. Lindsay Smith Gibson).
  - Discuss that in the exhibit, we have a number of primary sources and the panels represent secondary sources. Historians have evaluated information in order to develop the historical story.
  - Point out that having evidence is critical to the historical story. It also creates the opportunity for critical analysis to occur.
- This allows us to have a better idea around historical events and occurrences. (Dr. Lindsay Smith Gibson).
- Histories, narratives, and interpretations are representations of the past constructed from primary and secondary sources that attempt to present, explain, or assess an aspect of the past (Dr. Lindsay Smith Gibson).
- Looking at evidence from the past allows students to generate stories from the past. *The Big Six*, p. 2.

- This is important in creating a historical narrative. We need pieces of evidence to move forward and develop historical thinking skills.



*The Big Six, 2013, p.42*

### Artefacts

- Artefacts can tell stories and add to the overall experience that history creates in an exhibit.
  - It is important to get students to understand that artefacts add to the exhibit and the whole experience.
  - They are a way to share the stories of historical events.
  - They add to the information and get students to make their own interpretation from the history.
  - Artefacts can be used to initiate discussions that go beyond the object. They can elicit memories and can be applied to today's lenses and understandings. People become part of the exhibit because of what they bring to it. The "original" is not even needed - replicas can be used because they contain the information within them.
- It allows visitors to connect to the exhibit.
  - This can then spark memories and connection to prior knowledge from artefacts.
  - For all visitors, it might create a connection to an object. Visitors are then able to connect their own prior knowledge to the exhibit.
  - Exhibits cannot just have panels and printed material- need objects that people can relate to (Teresa Carlson).
- Visitors then see the experiences from looking at an artefact.
  - Experiences and occurrences are brought from looking at artefacts. Visitors make inferences based on the information they have been given, and then develop their own conclusion. However, artefacts do give light to the actual experiences that occurred during that time in history.
- Objects dictate information and stories to the visitor.

### Activity

- Print off the five different artifact image sheets and place them at stations around the room.
  - Station 1: Trench Artefacts
    - The sheet with the gas masks and helmet.
  - Station 2: Trench Tools
    - The trench shovel and food ration pack (not period).
  - Station 3: Vimy
    - Students will be specifically looking at the images that deal with the Vimy Monument and doing an analysis on this.
  - Station 4: Medals
    - Includes four medals and a memorial penny given to families of soldiers who passed away.
  - Station 5: Uniforms
    - Get students to focus on the puttees as well as what uniforms represent in war.
    - Also get students to look at the badge cap.
- They will spend 10 minutes with a station and then switch to the next station. **Get students to move in a clockwise fashion when switching from station to station. This will keep the activity organized.**
- Groups will:
  - Evaluate the artefact.
  - Draw a picture that represents the artefact(s).
  - Answer the questions associated with the analysis sheet.

### **Trench Artefacts**

- Trench warfare was a large part of World War I.
  - The First World War saw the digging of 25,000 miles of trenches along the Western Front. The trench network stretched from the English Channel to Switzerland.
  - Trenches weren't just holes in the dirt. Many had medical quarters, officers' quarters, beds and shelters. In fact, trenches were constructed vastly differently on both sides: German trenches were built with wooden walls to prevent the trench dirt walls from collapsing, and included bunk beds, furniture, cupboards, water tanks with faucets, and even electric lights and doorbells.
- Use the gas masks and helmet to answer the questions present on the artefact analysis sheet.

### **Trench Tools**

- Trench warfare was a large part of WWI. See information above.
- Examine the trench tools fill out the artifact analysis sheet.
  - Trench Tools include: Trench shovel and food ration pack.

### **Monument**

- The Vimy monument is highly recognized and has become a symbol of Canada.
- The memorial was unveiled in 1936.
  - In 1922, the French government gave land to Canada in honour of Vimy Ridge.
  - There are 11,285 names of the Canadians who died in France in the First World War with no known grave.
- Using the artifact sheet, do an analysis on this monument, as well as the pilgrimage medal.
- Direct students to look at the significance of having this monument built that represents the efforts that Canadians put into the battle of Vimy Ridge.

### **Medals**

- The medals that were received after the war served as remembrance and honoring those who fought.
- These medals are typically associated with military service, but also represent outstanding acts of citizenship.
- Using the artifact sheet, do an analysis on the medals and memorial penny.

### **Uniforms**

- Uniforms distinguish the country that soldiers belong to.
- Uniforms are also distinguished by the time period they were used.
- Puttees were designed to help soldiers remain cleaner, and warmer, due to the trenches.
- Answer the questions on the artefact analysis sheet to critical think about uniform.

### **Conclusion**

- Why is it important to use evidence as a way to discover historical stories?
- How this activity helped you to understand World War I?
- What did you discover from looking at these artifacts?
- These questions can answered based on the information that was discussed before.

Do a reflection with students as to how they felt while doing the activity. Get students to discuss their interpretations from doing the activity. For younger group, get them to discuss what they learned about the First World War from just looking at artifacts.

### **Extra Grades 9-12 Programming/Higher level Grades 4-8 groups**

For this program, it is similar to the Grades 4-8 program; however, they are doing more interpretation throughout. The slides for the activity should be the same explanation. You can choose to go deeper into the importance of primary and

secondary sources, as well as how perspective is powerful when looking at historical events.

Students will be first evaluating quotations that are specific to each station. They are easily relatable to the artefacts and students will be able to make inferences based on these. Go through the worksheet with the students. The worksheets that have been created are already specific to the stations. Each group will get a package of 5 sheets that has a quote attached to it.

### **Artifact Stations**

Reference information (most already provided on artifact image sheets)

#### Station 1: Trench Artifacts

- **Helmet-** The helmet used in battle were usually covered with a mixture of mud and lye that was applied by soldiers in the trenches as camouflage.
- **Gas Masks-** Respirators changed designs often during the First World War. The first need for gas masks was when the Germans started throwing gas. The Canadians used handkerchiefs to neutralize the gas. This then led to inventions around gas masks and was commonly referred to as “PH helmets” as it was soaked in a chemical that would neutralize the gas. It was carried in a canvas bag on the soldier’s chest.

#### Station 2: Trench Tools

- **Ration Pack** (current day – American, but also used by Canadian forces – includes all ingredients required, as well as a heat source for cooking);

Right half of case:

- **Trenching tool** (foldable shovel for digging trenches – would have been carried strapped to the outside of the rucksack)

#### Station 3: Vimy

#### Station 4: Medals

- **Dead Man’s Penny-** This object was given to the families of soldiers who were killed in war. There was also a letter that was given by King George. This artifact was given to the family of Jabez Guest. These death pennies usually had the battalion number and the reference number.
- **Medals-** These belonged to Harry Accleton:
  - a. 1914-1915 Star
    - i. authorized in December 1918
    - ii. always issued with the British War Medal and the Victory Medal
    - iii. Awarded to those to all who saw service in any theatre of war

- against the central powers between August 5, 1914 and December 31, 1915 except those eligible for the 1914 Star
- iv. There were 71, 150 issued to Canadians with an overall total of 2,366,000 issued.
- b. British War Medal
    - i. authorized on July 26, 1919
    - ii. It was possible to receive this medal alone but all gallantly medals would receive the British War medal and the Victory Medal
    - iii. Awarded to all ranks
    - iv. 427,993 issued to Canadians in the Canadian Expeditionary Force.
  - c. Victory Medal
    - i. The medal was authorized in Britain (and for Canadians)
    - ii. Medal awarded to all ranks the fighting forces, to civilians under contract, and Other employees with military hospitals who actually served on the establishment of a unit in a theatre of war between August 5, 1914 and Nov. 11, 1918.
    - iii. Issued with the British War Medal
      1. 351,289 medals awarded to the Canadian Expeditionary Force

#### Station 5: Uniform

- Jodhpur trousers – were fitted from the calf to the ankle, and flared above the knee to allow movement. This style made British and Colonial troops recognizable.
- Puttees- strips of dyed woolen cloth wrapped tightly over jodhpur trousers from the ankles to the knees. They were designed to provide protection because the boots that soldiers used were only ankle high. It was less expensive to use these in battle. It also served as a way to protect the legs of soldiers in the trenches.
- Cap Badges- Each regiment had their own identifying cap badge. The one that students will be looking at looks at the 196<sup>th</sup> Western Universities Battalion. It served as an identifier the battalion a soldier was a part of.
- Wool jacket and cap- uniforms were made of wool and dyed khaki colour. Soft caps were initially what soldiers wore as head gear. Steel helmets were then introduced in early 1916.