



Lesson Plan

1. Prepare for this lesson by pre-printing the following pages:
4: one copy per student
5-6: three copies per group, double-sided
7: one copy per group
2. Ask students if they have a treasure box in their room where they keep some of their favorite items - an old toy, a school project, a poster from your wall - or if maybe their parents keep a box of items for them. OR Ask students if their bedroom - as it is now - was not touched for 100 years, what could a person in the year 2113 speculate about your life and world by looking at all of your things?
3. Read through **Attic Artifacts: A Window to the Past** (page 4) with students. Check their understanding by asking them WHEN primary sources are created. The key is that primary sources were created during the time period being studied. In this lesson, it will be the World War II years of 1941- 1945.
4. Break students into groups of two or three students and give each group three copies of the **Primary Source Analysis** sheet (pages 5-6).
5. Give each group **Primary Source 5.5** (page X), the 1943 Lincoln Steel Penny, and guide the class through one of their copies of the **Primary Source Analysis** sheet.
 - * The **Primary Source Set List** (page 8) gives you the basic information about each artifact (the answer key). Do not share this information with the students until after the inquiry exercise is complete.
6. Give each group **Artifact 4.3** (page X), the Airplane Spotter Card Deck, and allow them to choose a different artifact per group from the remaining **Artifacts X.X - X.X** (pages X-X).
7. Each group works together to fill out their remaining two copies of the **Primary Source Analysis** sheet.
 - * Direct students to give you the **Primary Source Analysis** sheet they filled out over **Artifact 4.3** (the Airplane Spotter Card Deck), when they finish it.
8. When all groups have finished their third **Primary Source Analysis** sheet, you read all of the groups' conclusions about **Artifact 4.3** (the Airplane Spotter Card Deck). Have representatives from each group share their conclusions about their third artifact (the one they chose).
9. Direct a class discussion to summarize what they have learned about the owner of this attic box, and what still remains a mystery.
10. At this point you may want to use the information provided on the **Primary Source Set List** (page 8) to give clarification to students about the artifacts. If so, have them add this information to step 5 RESEARCH and revisit the conclusions they came to in step 6.
 - * If tools for accessing the internet are not available for step 5 RESEARCH, direct students skip that step and use their speculations and critical thinking skills to complete step 6 SHARE. You may want to assign the research step to be done as homework or return to it in the classroom.