



<b>Activity</b>	Theme 1 Activity 2
<b>Lesson Name</b>	Telling Stories through Objects and Images
<b>Summary</b>	In this activity, students will learn how objects and images can be used to help us learn about the people, places, and events of both the past and present. Students will make observations of both objects and images and work to unravel the stories behind these items. Through this process, students will begin to understand why the collection and preservation of such items is vital to understanding the past and preserving the cultural heritage of the Eastern Shawnee.
<b>Objectives</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Understand that objects and images can be used to help us learn about the past.</li> <li>• Understand the process of using observation to help us analyze objects and images.</li> <li>• Learn about their own family/community heritage by conduct their own object and image analyses.</li> <li>• Understand that objects and images can help us unravel and tell stories about ourselves and the past.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How can objects and images help us to understand the past and preserve our cultural heritage?</li> <li>• How can observations help us to make predictions?</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Object Observation Worksheet</li> <li>• Image Observation Worksheet</li> <li>• Pens or Pencils</li> <li>• Access to <i>Resilience through Adversity: A Companion Guide for Educators and Researchers</i> website or access to the Eastern Shawnee Tribe of Oklahoma digital collection via <i>Ohio Memory</i></li> <li>• Sample object</li> <li>• Sample image</li> </ul>

Created with funds provided by



<p><b>Vocabulary</b></p>	<ul style="list-style-type: none"> <li>• <b>Object (artifact)</b>—an object, often called an artifact when discussed historically, is something that has been produced or shaped by human workmanship.</li> <li>• <b>Image</b>—a picture or representation of something. This can include a photograph, a work of art, a cartoon, etc.</li> <li>• <b>Culture</b> — a people’s ways of being, knowing, and doing.</li> <li>• <b>Heritage</b>—something of value or importance passed down by or acquired from a predecessor; recognized cultural identity and roots.</li> </ul>
<p><b>Preparation</b></p>	<ul style="list-style-type: none"> <li>• Select an object and image to serve as samples to model the activity with students. Become familiar with the <i>Object Analysis Worksheet</i> and the <i>Image Analysis Worksheet</i>.</li> <li>• Assign students to bring in an object that is special or important to them. Ensure students check with their parent or guardian before bringing the item to school.</li> </ul>
<p><b>Procedure</b></p>	<p><b><u>Introduction</u></b></p> <ul style="list-style-type: none"> <li>• Ask students to consider how historians and everyday people learn about the past. <ul style="list-style-type: none"> <li>○ Do we primarily use documents? If so, how do we learn about the lives of those people who could not read and write?</li> </ul> </li> <li>• Explain to students that another way historians and everyday people learn about the past is by looking at the objects created and used by people in the past as well as images created by or depicting the people, places, and events we are interested in learning about.</li> </ul> <p><b><u>Activity Part 1</u></b></p> <ul style="list-style-type: none"> <li>• Instruct students to place their selected objects in a box or space as they enter the classroom.</li> <li>• Explain to students that they will be conducting an object analysis of an object brought in by one of their classmates using the “Observe, Reflect, Interpret” process.</li> <li>• Model the observation process using your sample object and the <i>Object Analysis Worksheet</i>.</li> </ul>



- Distribute objects to students (not the object’s owner) and instruct students to complete the *Object Analysis Worksheet*.

#### **Activity Part 1 Wrap Up**

- Once students have completed their worksheets, ask a few students to share their findings, including their narrative.
- Ask students to reveal which object belongs to them.
- Ask students to verbally share what they learned about their community history by conducting the object analysis. How can conducting these sorts of analyses help us to preserve our cultural heritage? Why is it important that we do this?

#### **Activity Part 2**

- Explain to students that they will be using the same “Observe, Reflect, Interpret” process to analyze an image.
- Model the observation process using your sample image and the *Image Analysis Worksheet*.
- Instruct students to locate an image they would like to analyze from either the “sources” section of the *A Search for Eastern Shawnee History: A Guide for Educators and Researchers* website or the Eastern Shawnee Tribe of Oklahoma archival collection via *Ohio Memory*.
- Have students complete the *Image Analysis Worksheet* using their selected image.

#### **Activity Part 2 Wrap Up**

- Once students have completed their worksheets, ask a few students to share their findings, including their interpretations.
- Ask students to verbally share what they learned about their community history by conducting the image analysis. How can conducting these sorts of analyses help us to preserve our cultural heritage? Why is it important that we do this?



<b>Extension</b>	<ul style="list-style-type: none"> <li>• Have students work to create an exhibition of their selected objects and created narratives. Complete the exhibition with object labels. Invite family, friends, and community members to an opening of the exhibition and allow students to serve as guides.</li> </ul>
<b>Differentiation</b>	<ul style="list-style-type: none"> <li>• Students work in small groups to analyze instructor-selected objects and images.</li> <li>• All students work to analyze the same object and image.</li> </ul>
<b>Historical Thinking Skills Addressed</b>	<p><b>Historical Comprehension</b></p> <p>a) Utilize visual and/or mathematical data.</p> <p><b>Analysis, Interpretation &amp; Decision Making</b></p> <p>b) Describe, analyze and evaluate evidence, reasoning, contexts, points of view and frames of reference in primary and secondary sources.</p> <p>c) Extract useful information, make supportable inferences and draw appropriate conclusions from historical evidence while also understanding such evidence in its context, recognizing its limitations and assessing the points of view that it reflects.</p> <p><b>Historical Research Capabilities</b></p> <p>d) Identify, describe, and evaluate evidence about the past from diverse sources (including written documents, works of art, archaeological artifacts, oral traditions, etc.).</p> <p>g) Support interpretations with historical evidence.</p>
<b>Attachments</b>	<ul style="list-style-type: none"> <li>• Object Observation Worksheet</li> <li>• Image Observation Worksheet</li> </ul>