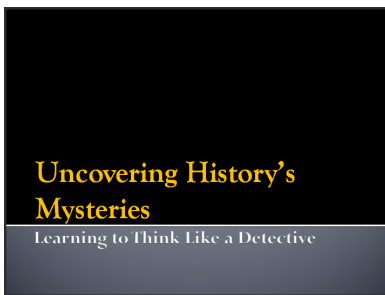
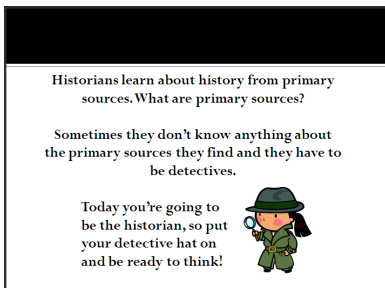


# Uncovering History's Mysteries Object Analysis PowerPoint Supplemental Questions

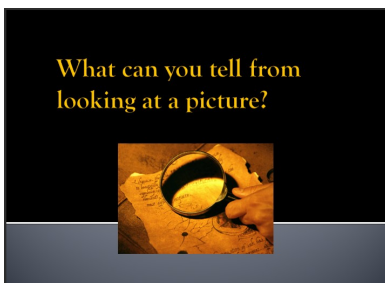
**Directions:** Before beginning the presentation, please print the notes pages for the slides in the Object Analysis PowerPoint. Each one contains valuable information regarding the records or artifacts depicted on the slide. Although each slide has a key question, beside the image of the slides below are other suggested questions to spark discussion with your students.



1. How many of you have an item in your home that you do not know what it is? Would anyone like to tell us about it?
2. Does anyone have a parent or grandparent who tells them about the objects they collect? Would you care to share that story?



1. Who can give an example of a primary source?
2. What is a secondary source? Who can give an example of one?
3. How do historians use primary and secondary sources to learn about history?

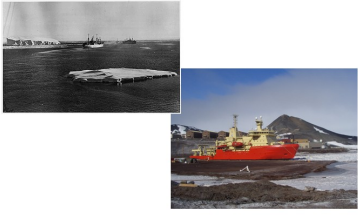


1. If you have time, brainstorm with students everything they think they can learn from looking at a picture.
2. What have you learned from looking at pictures?
3. Select a picture on your classroom wall and ask students what they can learn by looking at it.



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 they think that was the case.)
3. Where do you think this picture might have been taken?

**Which picture is older?  
Where do you think they were taken?**



1. How can you tell which picture is older? (If they reference the color, ask them if that always works? Remind them that modern cameras have a black and white setting)
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?
2. Why do you think Jennifer Hoyt, pictured, was in Antarctica?
3. Even though it's not densely populated, do you notice similarities in this science station to your homes? (Electric lines)

**Who are these men?**



1. If they do not recognize the men, have them look at the room in which they are standing—can anyone identify the Oval Office? Or the White House?
2. Do these men look important? Why?
3. Why is the President important to the United States?

**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?

**Which family do you think has more money 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 made them decide that.
2. How are the families different? Similar?
3. How are their homes different? Similar?

**What are these women doing?**



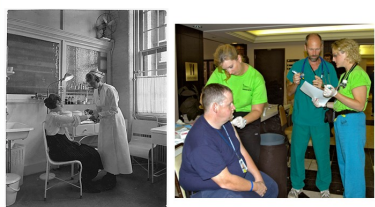
1. What kind of clothes are the women wearing? What makes you think that?
2. What clues in the picture make you think they might be working?

**What is her job?**



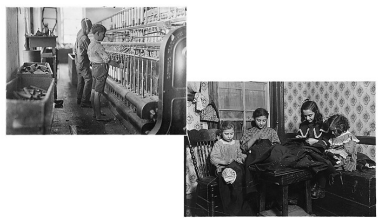
1. What do her clothes tell you about her job?
2. What clues do you see in the picture that could help you determine her job?
3. How long ago do you think this picture was taken?
4. What were the job options for women at that time?

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



1. What kind of clothes are they wearing? Can you tell they are both nurses by their clothing?
2. What are they doing in the pictures?
3. How do you think nursing has changed in the last 80 years?

**How is your life different from the children below?**



1. What are the children in these two pictures doing?
2. Why do you think they are working? Is it for fun or do they have to?
3. 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?
2. How are their clothes different from each other?
3. What do their clothes tell you about them?
4. Are there any other objects in the pictures to give you clues about their culture?

What can you tell from looking at an object?



1. If you have time, brainstorm with students everything they think they can learn from looking at an object.
2. What have you learned from looking at objects?
3. Select an object in your classroom and 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 name of the cowbell help you to determine what it was used for?

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?
3. Does it look like something you recognize?
4. Do you know what it is?

How have irons changed?



1. Describe how you think the old iron was 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?

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



1. Can you tell where these letters were sent from?
2. How much did it cost to mail a letter in 1971? In 1984? What is the difference?
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

**Who wore each of these?**



1. How old do you think these shoes are?
2. Which pair belonged to a woman? A child?
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 micro-waves, they did not)

**Where were these made?**



1. How can you find out where an object might have been made?
2. Which one do you think is older?
3. 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?

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



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

- When you look at a picture or artifact you've never seen before, it can be confusing.
- This handout gives you hints to help you learn how to detect what an object is telling you...



Give each student a copy of the Finding Clues Handouts.

## 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>