

Name _____

Artifacts & Interpretation

To: New Fellows
From: Ms. Beck, Director of Research Fellows & Artifacts at the Lakes District Historical Society
Re: First Job
Enclosed: Steps for the Student Important Events Analysis

Congrats on your new position as one of our unpaid Fellows at the LDHS!

We've just got a huge shipment from the high school of artifacts commemorating events in high school students lives and so I need you to hit the ground running! Today, your life as a Historian officially begins.

I know. Big task and many people will be excited to see what you produce! I've broken the process down to a few steps (eventually, this will become second nature and you'll feel like you're on an escalator).

I believe in you!!

Best,
Ms. Beck

Steps for the Student Important Events Analysis

Step 1: Artifact Interpretation!

Review each of the artifacts (be careful with them). First give a description of the artifact (not simply "a picture of a mountain" - but get into details). Then explain what it means in relation to the other artifacts (I don't want to go all micro-manager here, but feel free to add onto how they relate as you examine more artifacts).

Description	How it relates to other artifacts

Step 2: Initial Analysis

Write down a rough draft of your idea of the event and of its significance on the individual. Make sure to indicate your thinking! (Make it look legible so our archivist can read it!)

Step 3: Identify Questions You have About the Event or Its Significance

Writing that initial analysis may have been difficult based on the evidence submitted. What questions do you still have about the event or of its significance?

Step 4: Identify Potential People/Sources That Would Be Helpful

Other than the individual who was impacted by the event, identify other people/sources that would be helpful to learn more about the event in question. Briefly jot down why they would be helpful.

Person/Source	Reason and How to Find It/Them

Step 5: First-Hand Account and Discussion!

The person who submitted the artifacts will meet with you to read their firsthand account of the event (make sure they read their First-Hand account before you get into your Initial Analysis).

What were some of the difference between the two different accounts? Would answers to the questions you wrote in Step 3 have helped? What other sources could be used to verify the first-hand account?

Step 6: Take-Away

This step is to be completed by the next time we meet at the LDHS (the next school day). Please take the time to reflect on the experience before submitting your final response!

How is history made? How does this activity relate to the work that historians do? What lessons can you take away from this activity that you can put to use in this year?

A large, empty rectangular box with a thin black border, intended for the student to write their response to the reflection questions.