

YOUR GRANDCHILDREN'S' TRUNK

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OVERVIEW

Students in this historic preservation activity will collect objects to be placed in a "trunk" to be saved for their grandchildren. The objects will illustrate important times and places in each child's life as well as intangibles, such as values and traditions.

STANDARDS

- History Standard 2: Students know how to use the processes and resources of historical inquiry.

OBJECTIVES

After completing this activity, students will be able to:

- Select objects that represent various aspects of their lives
- Analyze and interpret objects from other student trunks
- Begin to value the idea of preserving things from their lives for those in the future
- Better understand and appreciate another classmate's life experiences
- Identify and appreciate the cultural heritage of others.

INQUIRY QUESTIONS

- What objects (artifacts) illustrate important things about my life?
- What objects (artifacts) illustrate my cultural and/or ethnic heritage?
- What things of mine do I want to pass on to my grandchildren?
- What can be learned about my life from my trunk?

- What can I learn about my classmates' lives from their trunks?

PROCEDURE

1. Obtain artifacts and “trunks” or boxes to be provided by the students.
2. CD-ROM Use: This activity does not require the use of the CD.
3. Begin a discussion with students about the value of preserving personal belongings:
 - Tell your students about a belonging that you had growing up that you did not save, but wish that you had, and why it is important to you now. Or put together your own trunk as a model for the students
 - Ask students to ask a parent about an object they had as a child that they now treasure
4. Explain to students that they will be making their own trunk, which they will add to over time and preserve for their grandchildren.
5. Discuss with them the types of things that need to be included in the trunk that will help people in the future understand their lives and values
6. Ask the students to begin thinking about the things they will include in their trunk.
 - Students are expected to find ten objects that will serve as artifacts in their trunks
 - Each object should represent a unique aspect of their life.
7. After students have completed their handout, ask them to bring the objects to school in a box or "trunk."
 - Each students should give the teacher his/her artifact list
 - At this point, there should be no name on the trunks as students will randomly exchange trunks
8. Ask students to evaluate one another's trunks:
 - Can a student identify the owner of the trunk by the items included?
 - Ask students to write a brief description of the person whose trunk they viewed
 - After the description has been written, as students to pair up according to who produced the trunk and who evaluated it and discuss which aspects were accurate and which were not, and why.
9. As a class, share the results of looking at others' trunks.
 - How often were students able to correctly identify the owner?
 - What objects gave the best hints as to whom the trunk belonged?

10. Ask students to take their trunks home for safe-keeping.
 - Talk about safe places to keep the trunks.
 - Talk about the need to add to the trunk as students change and grow