

Strategy #12

Memory Box

Part 1

This assignment could be given at the beginning of the unit or as a summary of several units.

The student or students, in pairs or small groups, put together an artifact box holding a number of artifacts that represent the historical person's (professional) life.

Students might choose "their" historical person or the person might be assigned. The student (s) will present his/her(or the groups) person in the first person. It could also be a soldier from World War 1 or 11 --- or another person representative of a group.

The teacher, in consultation with students, will identify how many articles the Artifact Box should hold. For instance, if a student was "becoming" the explorer, Simon Fraser, he/she might have

- A picture of the Historic Marker in front of Fraser's birthplace home in Mapletown, NY,
- A map made by Fraser.
- A letter he had written.
- The charter papers of the North West Company,

The idea is to give a picture of the character, when and where he/she lived, as well as how that person influenced history. The artifacts should be collected in a creative box related to the person's life.

Most of the artifacts will be replicas made by the student; others may be "found" artifacts. This must be decided at the beginning of the project.

Part 2

The student (s) will write a short explanation about each artifact and attach it to the artifact explaining the connection, what it represents, to his/her life. The students will write and speak in the first person. "This is a ----- . It is important to me because ---".

Part 3

The student or pairs will give a small “talk” to the class using the Artifact Box and showing the items from it. Some of the explanations might be read to the class; others would be shown and discussed.

Assessment:

Before students begin to work on the Artifact Box, the criteria must be identified.

How many artifacts? How many will be made and how many will be “found”.

How long each explanation should be? What is important to have in the explanation (how the artifact is important to the “person” and/or how it is important to the history (changes, development, new ideas) of Canada.

Will the Artifact Box itself be assessed? (How it relates to the historical character –to changes in Canada ----)

Other

Steps for students to follow:

1. As you are reading, discussing and viewing, jot down ideas for artifacts on the note sheet.
2. Look at the your note sheet and choose 6 (or - ?) of your best ideas. Decide on at least 3 (or-?) artifacts that you will create. The other may be “found” artifacts.
3. Create the artifacts; collect the “found” artifacts.
4. Make explanation cards for each artifact. For each artifact,
 - Identify and describe it.
 - Write a clear connection to the person and/or his/her life.
 - Write at least 75 (or -?) words per explanation card
5. Make and decorate a Memory Box in which you can fit all your artifacts and explanation cards.
6. Present the artifacts to the class.
 - Prepare a 3 – 5 minute oral report on your Memory Box and its contents.
 - Speak in the first person as if you were the character.
 - Show and explain each artifact in your box.
 - Be prepared to answer questions from your audience.

Memory Box – Note Sheet

Artifact to represent a memory	Memory Box – Note Sheet Connection to character – and/or the events.	Source