



MULTIPLE OBJECT STUDY - MIDDLE SCHOOL

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Enduring Understanding

How do objects help us understand the story of Wisconsin?

Essential Questions

- Why do we save things?
- What makes the things we save important?
- What questions can objects help us answer?
- How do we unlock the meanings of an object?

Wisconsin Standards for Social Studies

Social Studies Inquiry Practices and Processes

- Construct meaningful questions that initiate an inquiry. **(SS.Inq1)**
- Gather and evaluate sources. **(SS.Inq2)**
- Develop claims using evidence to support reasoning. **(SS.Inq3)**
- Communicate and critique conclusions. **(SS.Inq4)**

Behavioral Science

- Assess the role that human behavior and cultures play in the development of social endeavors (Anthropology). **(SS.BS3)**
- Examine the progression of specific forms of technology and their influence within various societies. **(SS.BS4)**

Economics

- Analyze how decisions are made and interactions occur among individuals, households, and firms/businesses (Microeconomics). **(SS.Econ2)**

Geography

- Evaluate the relationship between identity and place. **(SS.Geog4)**
- Evaluate the relationship between humans and the environment. **(SS.Geog4)**

History

- Using historical evidence for determining cause and effect. **(SS.Hist1)**
- Analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events. **(SS.Hist2)**
- Connect past events, people, and ideas to the present, use different perspectives to draw conclusions, and suggest current implications. **(SS.Hist3)**
- Evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology). **(SS.Hist4)**

Political Science

- Examine and interpret rights, privileges, and responsibilities in society. **(SS.PS2)**
- Develop and employ skills for civic literacy. **(SS.PS3)**

WISCONSIN 101: www.wi101.wisc.edu

Collecting, Preserving, and Sharing Stories since 1846

816 State Street Madison, Wisconsin 53706

wisconsinhistory.org



Educational Goal Assessment

- Identify the parts of an object.
- Analyze the form and function of the object?
- Compare and contrast the object to similar objects from the past or present.
- Evaluate the importance of an object.
- Interpret the importance of the object through object inquiry.

Suggested Performance Task

Students can show achievement through completion of these outcomes:

- Class discussion and activities on:
 - Activity #1, The Whole Story
 - Students will evaluate an object, and write about what story it tells. Who does it address and what issues does it talk about. They will look at what people are not part of the story but should be. Lastly they will look for an object that will develop the story to include those people the single object did not. Use objects from the Wisconsin 101 website. (Use handouts below to interpret and guide students through the evaluation.)
 - Wisconsin101
<https://wi101.wisc.edu/all-objects/>
 - Activity #2, A Larger Story
 - Have students visit the Wisconsin Historical Society and the Wisconsin 101 websites to curate a museum exhibition using objects found on these websites. Have students pick 3-5 objects. Students must select a theme, and create a story through the objects they find. The students will create an exhibition title, introductory label, and object labels. Their focus will be on the benefits of using multiple objects to tell a story as opposed to one object. (Have the students use the guide, A Larger Story, below to evaluate the exhibit)
 - Wisconsin 101
<https://wi101.wisc.edu/all-objects/>
 - Wisconsin Historical Society Curators' Favorites
<https://www.wisconsinhistory.org/Records/Article/CS15258>
 - Activity #3, My Story
 - Have students select 3-5 objects that tell the story of their life so far. The students must have a theme that ties all of their objects. The objects can all be from a single event or could extend over a long period of time. Students produce a poster, timeline, video, paper, comic strip, story bag, or other acceptable forms of presentation. For each object students must:
 - Identify the object. (Use a picture, drawing, or object)
 - Where did the object come from?
 - How did they use the object & where did they use it?
 - Why the object was selected.
 - How does the object represent them?



The Whole Story

Directions: Fill out the sheet below for the object the teacher shows you. In this exercise, you will begin the process of examining and analyzing the stories objects tell.

1. Look carefully at the object. What is the object?
2. Describing the object.
 - a. What is the object made of?
 - b. Are there any designs on it?
3. Maker:
 - a. Who do you think made the object?
 - b. Why do you think the object was made?
4. User:
 - a. Who used it?
 - b. Where was it used?
 - c. Why was it used by these users?
5. What is missing?
 - a. Who is excluded from owning or using this object? (Think about groups of people and geography)
 - b. Are there other objects from the Wisconsin 101 website that support the story of this objects or tell us more about the people and time period?
 - c. How can you use both objects to tell a better story?



A Larger Story

Directions: Use the guide to evaluate your created exhibit. Through this guide you will write a paper on how your exhibit retells a story from history using multiple objects.

1. Identify the two key objects in the exhibit.

2. Does the exhibit tell a story? What is the main theme of the story? (Is it about a person, family, event, place, political movement, or economic issue?)

3. Identify two objects and write how you used them to support your theme and tell a story. (Be specific in identifying what aspect of the theme/story the object supports.)

4. Identify one additional object you believe should be in the exhibit? Why do you think it could help tell the story? Would you replace one of your other objects? Why or why not?

5. Would you want to see this exhibit if it was in a museum? Why or Why not?
