SINGLE 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

- 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**)

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**)

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 and 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, Investigation
    - Have students investigate two interesting objects. One object should be common; the other object should be unusual and not easily recognizable. Have them fill out the worksheet below and then review with the entire class. (See the attached PDF/PowerPoint for options. Slide #1 – Soda can, Slide #2 – Boot Spurs, Slide #3 – Pencil, Slide #4 – Native American Courting Flute, Slide #5 – Forks, Slide #6 – Morse-Vail Telegraph).
  - Activity #2, Museum Labels
    - Have each student select an object/or picture of an object they find interesting that is 20 or more years old. Each student will write a paragraph about the history of their object (who made it, how it was made, and where it is from) and bring a picture of someone using the object. (Use the attached Object Inquiry sheet.)
    - Have students swap their objects and written history. Using the object history written by their classmate have students write a museum label for the object. (Use the guides below and attached sources.)
  - Activity #3, Object Commercial
    - Divide students into groups and give each group select an object from Activity #2. (Individual work is an option as well). Have the students create a commercial that highlights the most important aspects and its history. The commercial should be no more than 45 seconds and answer the following questions:
      1. What is the object?
      2. Where is the object from?
      3. Who uses the object?
      4. Where is it used?
      5. What are the top five features of the object to sell the object or have someone keep it?

      After students complete their commercial have a viewing party and discuss how marketers, advertisers, and museums use these descriptions to create an experience around an object. (See slideshow with example commercials or below for links.)

- Nash Car https://www.youtube.com/watch?v=n1bIhiQglvo
- Telephone https://www.youtube.com/watch?v=S-Bq2NbunpA
- Vacuum https://www.youtube.com/watch?v=uULfg4IBREU
- Ice Cream https://www.youtube.com/watch?v=D3dD9BEkeQU
- iPad https://www.youtube.com/watch?v=LjaKHqDbzSA
- Cranberrieshttps://www.youtube.com/watch?v=NE_cVKc_pn4

Investigation

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 an object.

1. Look carefully at the object. What is the object?

2. Sketch the object on another piece of paper.

3. Describe the object.
    a. What is the object made of?

    b. Are there any design on it?

4. Maker:
    a. Who do you think made the object?

    b. Where do you think it was made?

5. User:
    a. How do you think the object was used?

    b. Who used it?

    c. Where was it used?

6. Write three questions you still need to answer before you can tell another person about this object.
    a.

    b.

    c.

Object Inquiry

Directions: Use the sheet below to help write the paragraph about your chosen object.

1. What is the object?

2. Describing the object.
    a. What is the object made of?

    b. Are there any design on it?

3. Maker:
    a. When was the object made?

    b. Who made the object?

    c. Where was the object made?

4. User:
    a. How was the object used?

    b. Who used it?

    c. Where was it used?

Museum Exhibit Labels

Directions: Use the guide below and the information from your classmate to write an exhibit label for your object.

Definition of a Museum Label: Written words used alone or with illustrations in museum exhibitions to provide information for visitors, presented as text on exhibit graphic panels or computer screens.

1. What is the big idea? (Why is this object important?)

2. What do you want the viewer to remember about this object?

3. What does this object represent? Why?

4. What do you think the viewer knows about the object already?

   a. What would enhance that knowledge?

   b. Where do you think it was made?