# 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

1. Make and decorate a Memory Box in which you can fit all your artifacts and explanation cards.
2. 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

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