GUIDING QUESTIONS

• What will learning history look like, feel like, and sound like in this class?
• How do historians construct a narrative to understand the past?

ACTIVITIES

1. Investigate the Contents of a Time Capsule
   • Divide the class into small groups. Give each group a time capsule, instructing them not to open it.
   • Explain how the time capsules were discovered. Invite groups to open their time capsules and examine the artifacts.

2. Invite Students to Start a Historical Investigation
   • Have groups use the The Story of the United States handout to analyze and take notes on their time capsules [Slide 3].
   • Invite a volunteer from each group to share the story of the United States that their artifact tells. Record ideas on the board.

3. Discuss the Factors that Impact a Historian’s Work
   • Have groups discuss the following questions [Slide 4]:
     » What does this activity suggest about how historians tell the story of a place, people, time period, or event in the past?
     » What factors can influence how a historian interprets sources and evidence in order to understand their history?
     » What challenges do you think historians face when trying to interpret the story of a person, place, or time period from one or more artifacts?
     » What challenges do you think textbook writers and editors face when deciding what histories, stories, and images to include in their publications? How can their choices impact your understanding of history?
   • Have groups share highlights from their discussions. Then discuss the following question as a whole class: What lessons from the time capsule activity should we remember as we learn about the history of the United States this year? [Slide 5]

4. Learn What Students Are Feeling at the End of the Lesson
   • Have students complete The Time Capsule and Me Exit Card [Slide 6].