

Introduction to Primary Documents & Artifacts

History and culture are best understood through the eyes, ears, thoughts, and ideas of those people who experienced it. To find out what the people were experiencing, we look at the documents and artifacts they left behind.

Primary sources are actual records that have survived from the past, such as letters, photographs, and articles of clothing. Primary documents and artifacts are wonderful resources. They can give your students a window to the past.

Included on the biography cards are images of many primary documents and artifacts relating to the French and Indian War. The chart on the next page gives information about the primary documents and artifacts shown in this teacher's education kit and where they are found.

For more information about each artifact or document visit Fort Necessity's web site at:

<http://www.nps.gov/fone/forteachers/development/educationreading.htm>

Activities in This Unit:

“Working with Primary Documents and Artifacts.”

- The questions provided in this activity help students investigate primary documents and artifacts.



Charlotte Browne's journal

The Location of Primary Documents & Artifacts

Where it is found	Title	Form	Date	Description
Guyasuta's card	Victory Medal	Artifact	About 1760	The British Indian agent gave these medals as gifts
Guyasuta's card	Map of Bushy Run Battle	Map	1765	Drawn by Thomas Hutchins who was an engineer with Bouquet
Montour's card	Captain Snow's sketch	Map	1754	A map of Western Pennsylvania
Pontiac's card	Pontiac's capitulation	Letter	About 1765	Written in French, Pontiac's letter says he accepts peace
Shingas' card	Map of Kittanning	Map	About 1755	The map shows where Shingas was living in Kittanning
Tanaghrisson's card	Tomahawk	Artifact	About 1760	Tomahawks with a spike on the back were preferred by American Indians for warfare.
Beaujeu's card	Officer's gorget	Artifact	Around 1750	This was worn around the neck of officers in both the British and French armies
Céloron's card	Lead plate	Artifact	1749	This is one of the plates buried by the Céloron expedition down the Ohio River
De Villiers' card	Fort Necessity capitulation	Letter	1754	The original surrender document signed by de Villiers, George Washington, and James MacKay
Legardeur de Sainte Pierre's card	French letter to Governor Dinwiddie	Letter	1753	The original letter from Legardeur de Sainte Pierre to Governor Dinwiddie
Browne's card	Charlotte Browne's journal	Journal	1754	The original journal written by Browne
Forbes' card	Fort Ligonier map	Map	1758	Drawn by Colonel James Burd, this map shows the fort, the creek, and the "trading path to the Ohio."
Franklin's card	Advertisement	Newspaper	1755	Franklin put this advertisement in the newspaper to get wagoners to join Braddock's expedition
Stobo's card	Map of Fort Duquesne	Map/letter	1754	A map drawn by Stobo which was part of a letter he had smuggled out of the fort



Standards

National History Standards

K-4 Topic 2: 3B, 3D, 3E

K-4 Topic 3: 5A

US Era 2: 1B

National Geography Standards

1, 17

For more information on using primary resources you can visit the Library of Congress web site:

www.loc.gov/teachers/usingprimarysources/

Procedure

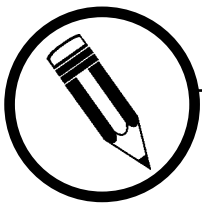
1. Use the “Location of Primary Document and Artifacts” chart to find the primary documents in this kit.
2. Put the students into groups. Give each group one primary document or artifact to examine.
3. Using the Activity Worksheet, have the students review the questions as they examine their primary document or artifact.
4. Ask the students what they learned about their document or artifact. Ask them what they learned about the people who used or made the item.

Materials You’ll Need

- 1 image of a primary resource from the biography cards for each group
- 1 copy of Activity Worksheet “Investigating Primary Resources” for each group



1754 Map of Western Pennsylvania



Document

What is it?

- What kind of document is it?
- What materials were used?
- What is the subject?
- What thoughts does it contain?

Who made it?

- What skills did the maker have?
- Who was involved?
- Does it reflect a point of view?

What was the occasion?

- When was it made?
- Where was it made?
- What were the events at the time?

What was the purpose of making it?

- Why was it made?
- Was there a hidden purpose?
- Who would benefit or be harmed?

For whom was it made?

- For whom was it made?
- How might that person have reacted?
- Did other people use it?

Artifact

What is it?

- What type of object is it?
- What is its shape and size?
- What is it made of?
- How was it made?

Who made it?

- What kind of knowledge did the maker have?
- Was it made for one person? A group?

What was the occasion?

- When and where was it made?
- Did it change over time?
- What events or conditions might have affected it?

What was the purpose of making it?

- Why was it made?
- Was there a hidden purpose?
- Who would benefit or be harmed?
- How was it actually used?

For whom was it made?

- Who were the intended users?
- Did other people use it?
- How might the users have reacted to it?

*Map of Fort Ligonier
drawn in 1758*

