

Lesson Title: Time Capsules as a Historical Tool

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Overview:

This lesson will address the use of time capsules as a historical device to preserve aspects of history that cannot be expressed by words. To start the lesson I will give a brief presentation on the importance of time capsules and what role they play in history as historical evidence. I will also cover how some time capsules are accidental, like Pompeii (the eruption sealed everything in a layer of ash, preserving Pompeii in a large scale time capsule). I also will talk about different examples of time capsules in a broad sense, like cave paintings, preserved architecture, pottery, and other historical items that have been saved throughout the years. I then will have students read the article *Time Capsules*, by Mary Katzke. After reading the document, I will discuss with the students ideas about what they can incorporate into their own time capsules. I will then send the students out to work on brainstorming items that they can start collecting to put into their time capsules.

This lesson will address the Alaska Social Studies standards: A.4.

Essential Question:

What do time capsules provide for future generations?
What significance do time capsules have on our understanding of history?
What can we learn from time capsules?
What do time capsules preserve besides the objects inside?

Objectives:

Students will understand the importance of preserving items for future generations.
Students will be able to define key terms from the lesson: Artifact, Preserve, Time Capsule, Historical Evidence, etc.
Students will understand that some time capsules are accidental, such as Pompeii.
Students will know that time capsules can teach us a lot about the person or place that they came from.
Students will be able to make their own time capsule.

Assessment: Students will complete two summative assessments at the end of this unit. The first will be a small vocabulary test, gauging students' understanding of the key terms from this lesson. The second assessment will be a presentation for students to show their own time capsules as well as describe the items that they chose to incorporate and why they chose to incorporate them. These two assessments will show that students gained an understanding of

the vocabulary within this lesson/unit as well as show that they understand the importance of preserving certain items for future generations to study.

Spark:

The spark that I will include is my own version of a time capsule. I will show students what I have included in my own time capsule as inspiration for them when creating their own.

Culturally Responsive/Best Practices:

Using a variety of visual aids and props to support student learning.
 Learning, using, and displaying some words in students' heritage language.
 Seeking multiple perspectives.

Adaptations:

Some students may need support from the teacher to come up with items to put in their time capsule.

Activities:

Time	What will the teacher be doing during this lesson?	What will the students be doing during this lesson? How will the students be ACTIVELY engaged with the material?
15 minutes	During this time the teacher will be presenting a slideshow on various time capsules.	Students will be taking notes on the presentation. They will also be answering questions that the teacher will provide during the lesson to foster engagement and thinking about what time capsules can teach us.
5-10 minutes	The teacher will begin with going over expectations for when someone is presenting their own time capsule (quiet, focused, engaged). The teacher will then show their own time capsule and what they included in it. They will also cover why they chose these items and their thought process behind their time capsule.	Students will be listening and asking questions on why the teacher chose each item. They will also be brainstorming as ideas pop into their heads while the teacher is presenting. This will help keep students on task and engaged during the presentation.
10-15	The teacher will provide the	Students will be reading <i>Time Capsules</i> , by

minutes	document for students to read and monitor students to make sure they are completing the reading.	Mary Katzke.
20-25 minutes	The teacher will be assisting students brainstorming and researching items they want to include in their own time capsules.	During this time students will be brainstorming ideas of things they can include in their own time capsule. I also want them to provide a reason as to why they are incorporating each item.

Materials Needed:

Materials for Teacher: Powerpoint, their own time capsule, copies of the reading (digital or physical), different containers for students to use if they don't have their own,
 Materials for Student: Notebook, pencil, container for items, markers/colored pencils for drawing (if including a drawing), blank paper for pictures