History Lab Field Trip Pre-Visit Teacher Materials

Thank you for scheduling a field trip to the History Lab! We’re looking forward to working with your class. Here are some activities to ensure that your students are well-prepared for their visit.

What your students will discover at the Museum is that the value of an object is in the story it tells about the people that used it. Since objects surround us, learning how to “read an object” is a vital skill for investigating people’s lives. Through our investigations we can explore how the past connects to the present and tell stories through time.

Students need to understand that historians use many different sources to investigate the past. They look for all different kinds of clues to piece the story together. They look for what information supports their findings and what contradicts it. They continue to ask questions and follow lines of evidence. All of the sources together help make a complete picture. During your History Lab visit we will focus on the concepts of historian, primary source, artifact, and ephemera.

Part 1: Initial Discussion

Discuss these questions with your students:

- What is a historian? What do they do?
- Can you be a historian? How?
- What is a primary source? How can we use them?

A historian is someone who studies the past, using all kinds of sources of information. These may include artifacts, ephemera, maps, images, people, books and periodicals, and electronic media. They ask questions and try to find clues to answer them.
Primary sources are original documents and objects created during the time period you’re investigating. Secondary sources are interpretations created by someone who was not there. Primary sources get you close to the history and provide a lot of evidence for you to investigate.

Next we will make sure we know what artifacts and ephemera are, as we will be working with them at the Museum.

Discuss: What is an artifact? What are ephemera? What is not an artifact or ephemera?

- Artifact: A three-dimensional object made or used by humans. (It does not have to be old!)
- Ephemera: Printed items, usually made of paper, which are only used for a short time. (Examples: tickets, posters, advertisements)
- Other: Photos, drawings, maps, books, magazines, newspapers, letters, recordings.

Read the following objects one by one and have the students say “Artifact,” “Ephemera,” or “Other” after each one. Discuss why they do or do not fit each category.

- A wagon wheel from the Oregon Trail (Artifact)
- A ticket to a movie you saw last year (Ephemera)
- A photo of Russell Wilson (Other)
- A poster for a Nirvana concert (Ephemera)
- Your shoes (Artifact)
- A map of all the wheat fields in Washington (Other)
- A Nisqually tribe basket (Artifact)
- A letter from a Chinese railroad worker (Other)
- A Patty Murray campaign flyer (Ephemera)

Part 2: Activity 1. Sorting artifacts, ephemera, and other materials
Give each student the two pages of pictures of objects (Activity 1: What are artifacts and ephemera?) and a blank piece of paper. Instruct them to cut out each object and sort them into Artifact, Ephemera, or Other and glue them on the blank sheet under the labels. Note: these are all primary sources. (Hint: there are four objects in each category).

Have the students work in small groups as they complete their own sheet so that they can discuss their reasoning with each other. Then go over the answers as a whole class. (See your teacher reference pages to know which is what category). Discuss why an object fits a certain category. Some things may seem to fit more than one category or the students may have questions about the categories. That’s great! Discuss what you can and then we’ll dig in during your visit.

Part 3: Activity 2. Investigating Objects

Discuss this question with your students:

- How can we investigate artifacts? What should we look at? What can they tell us?

Choose an interesting object from your class or life. Ask the students what they notice about it and describe the parts and its use. Chart their responses on the board or chart paper.

Aspects to investigate (not all may be relevant):

- Observations: shape, color, weight, size, smell
- Materials: what it’s made of
- Marks: maker’s marks, worn areas, cracks, nicks, tears, texture, stains, discoloration
- Articulation: pieces and parts, folds and creases, how the pieces fit or work together
- Orientation: cultural orientation, subject, imagery, cultural values
- People: how it was made, who made it, who used it, how it was used, when it was used
- Precedent: what came before the object and/or what it lead to
Discuss what story the object is telling. Also chart any questions that arise that cannot be answered by the object alone. At the end of your discussion ask the students how they could investigate those questions. What sources could they use? What paths of exploration might the questions lead them on?

In class, or for homework, have the students choose their own object to explore, either individually or in pairs, using the Artifact Investigation Sheet. Remind the students not to invent any information; it’s expected that they won’t know everything. Those questions lead to further investigation! Have the students share with the class the story that their object tells, as much as they can from the evidence and their own history with the artifact.

At the Museum the students will continue to practice investigating artifacts and ephemera to discover the stories of history and connect them to their lives today. We can’t wait to explore with you!
Activity 1: What are artifacts and ephemera?
Cut out the pictures.
Sort them into Artifact, Ephemera, or Other.
Glue them onto another paper under the labels.

Key Words
Artifact: A three-dimensional object made or used by humans.
Ephemera: Printed items, usually made of paper, which are only used for a short time.
Other: Photos, drawings, maps, books, magazines, newspapers, letters.
Artifact: Button urging people not to purchase non-union grapes

Catalog ID Number: 1994.1.734
Object Type: pin, political
Full Description: Round, white button urging people to not buy non-union grapes. In center is purple eagle with purple lettering above and below which shows support for the United Farm Workers.
Creation Date: 1970-1990
Related Subjects: United Farm Workers of America, Labor Union, Agriculture, grape, labor, migrant, boycott

Artifact: Fanning mill

Catalog ID Number: C1953.393.1
Object Type: mill, fanning
Full Description: Large wooden "box" with screens, wheel, lever and gear to process wheat and other grains, rough-hewn, unfinished wood. Used by George Washington Bush, 1850-1880, in Olympia, WT.
Creation Date: 1850-1880
Related Subjects: agriculture, Olympia, OT, pioneer, wheat, agricultural T&E, George Washington Bush

Artifact: Untitled

Catalog ID Number: 1998.1.111
Object Type: ribbon, commemorative
Full Description: Red ribbon with pin on back to allow it to be pinned to clothing. Gold writing on front and a square cardboard patch on back with information about the manufacturer.
Creation Date: 1897
Related Subjects: agriculture, fruit industry, Spokane, WA, Washington State Fair
**Artifact**: Potholder for Camas Prairie PTA

**Catalog ID Number**: 2014.6.11  
**Object Type**: potholder  
**Creator**: Doris C. DeWitt  
**Creation Date**: 2000-2013  
**Related Subjects**: Camas Prairie PTA, Food Preparation Equipment, Bethel School District, apple blossom, floral motif

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**Ephemera**: Official premium list: twelve thousand dollars in prizes to fruit growers. Northwest fruits feed the world

**Catalog ID Number**: 1997.1.258  
**Object Type**: list  
**Full Description**: 32 p.; ill., tables; 24 cm.; Col. illus. Allegorical figure of Agriculture hold a cornucopia from which a variety of fruits are spilling forth.  
**Creator**: Pacific Northwest Fruit Exposition  
**Creation Date**: 1921  
**Call Number**: EPH/582/P119of/1921  
**Related Subjects**: fruit, fruit industry, Pacific Northwest Fruit Exposition, Seattle event, contest, cornucopia

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**Ephemera**: “Seattle”

**Catalog ID Number**: 2002.113.1  
**Object Type**: poster, travel  
**Full Description**: Airline travel poster, "Seattle" Alaska Airlines, ca. 1985, Col. illus. depicting iconic Washington symbols and scenes in and around the Puget Sound Area and Seattle, including: Space Needle, Monorail, Mount Rainier, King Dome, salmon, large apple, and various sports (basketball, football etc).  
**Creation Date**: [ca. 1985]  
**Call Number**: EPH-D/387.75/AL12se/1985  
**Related Subjects**: poster, travel, Seattle, WA, air travel, tourism, Mount Rainier, monorail, Kingdome, salmon, apple
**Ephemera:** Big Auction Sale. I will sell at Public Auction, at my ranch eight miles west of Harrington, and adjoining the Town of Mohler, Wash

**Catalog ID Number:** 2015.79.19  
**Object Type:** handbill  
**Full Description:**  
Handbill (44.5x30.5 cm.) announcing auction sale June 24, 1905, of stock and farm property owned by S.F. Green near Mohler, WA. O. O'Reilly, auctioneer. Black print on bright pink paper. Printed by the Harrington Citizen Print.  
**Creator:** S. F. Green  
**Creation Date:** 1905  
**Call Number:** EPH-B/979.735/G826b/1905  
**Related Subjects:** Mohler, WA, Lincoln County, S.F. Green, O. O'Reilly, agriculture, farming, auction

**Ephemera:** Seed catalog & planting guide for 1918; tested seeds; 1918 seed and plant manual

**Catalog ID Number:** 2013.154.1.58  
**Object Type:** catalog, trade  
**Full Description:**  
96 page illustrated seed catalog (25x18 cm.) from the Aabling-Boyce Seed Co. of Seattle. "A comprehensive collection of flower and vegetable seeds, cut flowers and floral designs, plants, roots, grass, clover and field seeds, fertilizers, spraying materials and appliances, poultry and stock supplies bee supplies, garden tools, valuable tables and information for the agriculturist. Published in 1918. Color illustrated covers.  
**Creator:** Aabling Boyce Seed Company  
**Creation Date:** 1918  
**Call Number:** EPH/635.9/Aa12se/1918  
**Related Subjects:** Aabling Boyce Seed Company, seed industry, catalog, trade, agriculture, poultry, fertilizer, bee culture, gardening

**Other (Image – photo):** Agriculture processing plant, Bruce, WA

**Catalog ID Number:** 2005.24.37  
**Object Type:** print, photographic  
**Full Description:**  
Many bags of onions are stacked on the floor of a processing plant, in Bruce, WA, where onions and potatoes are being graded and sacked. In the right background, women stand at a long table doing the grading and sorting. In left background, men and women are near stacks of bags. An electric fan is in the foreground, at the edge of the onion bag stacks.  
**Creator:** E.E. Hertzog  
**Creation Date:** Sep. 1, 1960  
**Related Subjects:** Adams County, Bruce, WA, Columbia Basin Reclamation Project, woman, potato, potato industry, sorter, potato, bag, food-storage, onion, vegetable industry, fan, electric, packing plant, sorter, vegetable
Other (Image - photo): Okamoto and His Cauliflower, 1938

**Catalog ID Number:** S1991.37.26  **Object Type:** print, photographic

**Full Description:** Black and white photographic print, showing Japanese American farmer "Okamoto" standing in work clothes with his hands on his hips, facing the photographer, in his cauliflower field located in the White River Valley area, King County, Washington, Floyd Oles, photographer, 1938. Associated with the Floyd Oles Manuscript Collection, Ms 18.

**Creator:** Lt. Col. Floyd H. Oles  **Creation Date:** 1938

**Related Subjects:** King County, White River Valley, Japanese Americans in Washington, farmer, cauliflower, vegetable farming, agriculture

Other (Book/periodical): Wenatchee: The Gateway to the Land of Perfect Apples in North Central Washington

**Catalog ID Number:** 1997.86.68  **Object Type:** booklet

**Full Description:** 32-page booklet, with illustrations and map, describing Wenatchee and its environs (23x15 cm.); "an informative summary for the homeseeker and investor." Cover consists of polychromatic bird's-eye view of the area. Published by the Wenatchee Commercial Club in 1910.

**Creation Date:** 1910  **Call Number:** EPH/979.759/W48w/1910

**Related Subjects:** Wenatchee Valley, WA, Wenatchee, WA, illustration, real estate development, Wenatchee Commercial Club, apple industry, north central Washington

Other (Map): "The State of Washington and its Resources"

**Full Description:** Simple outline map of Washington State with colorful visual images depicting the major natural resources and tourist attractions, issued by the Washington State Apple Commission, 1946. Apples are prominently featured on the map. Richland is indicated by an 'atomic bomb' image. Brief descriptive information relating to the major resources is located at the right map margin. Large images of different apple varieties are located at the bottom of the map. The reverse side of the map provides apple recipes, harvest calendar, nutrition, and storage information.

**Creator:** Wenatchee, WA  **Creation Date:** 1946  **Call Number:** MPAB/WA/1946

**Related Subjects:** Washington State, natural resource, mineral resource, wheat, agriculture, apple, lumber industry, tourist industry, recipe, Grand Coulee Dam, outdoor recreation, map, souvenir, bomb, atomic, Richland, Wa

A big red apple is one of the most popular symbolic icons representing Washington State. This post world war two era, colorful resource map of Washington State promotes apples as the dominant resource. It is significant in that it dramatically illustrates the type of economic boosterism of the time period. The verso of the map includes apple recipes, harvest calendar, nutrition and storage information. The Washington State Apple Commission was established in 1937, for the purpose of supporting Washington apple growers through improved marketing and public education. The map and accompanying information was originally designed to be folded for ease of mailing. - Joy Werlink, Manuscript Specialist, WSHS for the Curator's Choice Exhibition.
**Artifact Investigation Sheet**

**My Artifact:**

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**Draw your artifact:**

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<tr>
<th>Shape and size</th>
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<th>Colors and textures</th>
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<th>Material</th>
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<tr>
<th>Markings</th>
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<thead>
<tr>
<th>Parts</th>
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<thead>
<tr>
<th>How it’s used</th>
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<thead>
<tr>
<th>Who used it and when</th>
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What questions do you have about your artifact?

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How could you investigate your questions?

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