

Explore



Introduction:

A visit to the Patton Museum may serve as an initial introduction to American History of the 20th Century, or as a final culminating activity to demonstrate acquired knowledge.

A visit will take approximately 1 -2 hours. You must book three weeks ahead. The program is free but a \$20.00 donation by check to the Patton Museum Foundation is appreciated.

- The tour will take approximately 1 hour
- It includes a tour of the museum with an opportunity for students to handle soldiers clothing and equipment from various time periods
- The site does not have any facilities for providing lunch but an inclement weather location for eating brown bag lunches can be provided

Purpose:

To familiarize students with terms used by museum specialists when discussing American History in the 20th century.

Objectives: Students will:

1. Understand what is a primary source.
2. Understand what is a secondary source.
3. Understand what is an artifact.
4. Understand what is a timeline.

Vocabulary:

- a. Primary Source
- b. Secondary Source
- c. Artifact
- d. Timeline

Materials:

1. [Patton Original letter](#) (primary source) **or** any original piece of writing like a diary or letter (*The Diary of Anne Frank* for instance)
2. [Text from Patton: A Genius for War](#) (secondary source) or a book, article, play, etc using the original primary source (*Understanding Anne Frank's the Diary of a Young Girl*, by Hedda Rosner Kopf)
3. [A picture of Patton's famous pistol](#)
4. [Timeline of Patton's life](#)
5. [A blank timeline](#)
6. [Rubric for assesment](#)

Methods:

Time: 30 minutes-60 minutes depending on which activities you choose to do.

Anticipatory Set:

Explain that the students will be visiting the Patton Museum and that the museum Tour Guides may be introducing words and ideas they may not know and that you would like to take the opportunity to familiarize them with some of these words. Primary Source, Secondary Source, Artifact and Timeline

Set:

Primary Source:

Ask students if they have ever written a letter. Hand out the letter from George Patton (or place the letter on overhead). Explain that any document written, picture painted, or theatre performance is a primary source. It is a record of an event as described by the writer (painter or performer) without being analyzed or interpreted. (You can also do this exercise with a picture by an artist)

Secondary Source:

Now place the overhead of Carlo D'Este excerpt from his book (or a critic's review of a play or piece of artwork. You can also do this exercise with movies and movie reviews). Mr. D'Este has interpreted or analyzed George Patton's letter and placed it within the framework of George Patton's life. Secondary sources involve either reviews or analysis of the primary document and can even be used to sway people's opinion about certain events.

Artifacts:

Artifacts are anything that has been created or modified by humans. So primary sources, secondary sources and physical objects (you may use Patton's pistol as an example) are all artifacts. They can be a document (like Patton's letter or Anne Franks diary), a secondary source (like D'Este's book or a book about Anne Frank) or an object like a tank or Patton's pistol (or the Secret Annex where Anne Frank lived).

Timeline:

Show students the timeline of Patton's life and how it relates to American History. Explain that a timeline is a tool people use to put things in chronological order (one after the other) so they can see and understand the sequence of events. It is similar to a number line. A timeline can be about a person (George Patton or Anne Frank's life from birth to death), an event (like the timeline used for a school performance), or about a long time in history (like the history of the 20th century). Only the most important events are put on a timeline, which are decided by the person who created the timeline.

Give students a blank timeline and allow them to either:

Make a museum project of **THEIR** life. Have students make a timeline about their life. Remember to include important dates. Ask them to finish the project by adding items such as letters, photos and artwork (primary sources) that they have created. If they have ever appeared in the local paper include that {newspapers can be either a primary source (reporting an event without analysis) or a secondary source (someone's opinion on an event)} and they can also include papers they have written analyzing someone's work (a book report for example). Make sure they

label everything they have included as to what type of source it is (primary or secondary) Have them write a short paragraph on why they chose the artifacts they used for the project.

OR

Download the blank timeline from our website. Give the students a time period or person of your choice. Have the students fill in the timeline of significant historical events within that time period. Have them write a short paragraph on why they chose the events they did as being historically significant. There are many good websites that students can use to find good quality historical information and timelines.