

Louisiana State Exhibit Museum

3015 Greenwood Rd
Shreveport LA 71109
318-632-2020

Autographing History

Grades: 5-8 & 9-12

Subject: American History

Time: One to two days to review historical figures whose autographs will be on display, one day for a field trip to LSEM to view the autographs and educational PowerPoint, one day to follow up and do class activity.

Students in grades 5-8 as well as grades 9-12 are invited to visit the Louisiana State Exhibit Museum's exhibit entitled Autographing History to learn about important historical figures and view their authenticated signatures. Students will also learn about the importance of primary documents, like the documents containing these unique autographs as well as the difference between primary and secondary documents or sources. The exhibit will highlight autographs from figures such as Abraham Lincoln, George Washington, Lewis and Clark, John F. Kennedy, and John Hancock as well as many others.

Benchmarks:

5-8:

C-1A-M6 Identifying government leaders and representatives at the local, state, and national levels and explaining their powers and the limits on their powers

H-1A-M2 Demonstrating historical perspective through the political, social, and economic context in which an event or idea occurred

H-1A-M3 Analyzing the impact that specific individuals, ideas, events, and decisions had on the course of history

H-1A-M4 Analyzing specific data using primary and secondary sources

H-1A-M6 Conducting research in efforts to answer historical questions

H-1D-M1 Describing the contributions of people, events, movements, and ideas that have been significant in the history of Louisiana

ELA-1-M4 Interpreting texts with supportive explanations to generate connections to real life situations and other texts

ELA-2-M6 Writing as a response to texts and life experiences

9-12

H-1A-H1 Applying key concepts such as chronology and conflict, to explain and analyze patterns of historical change and continuity

H-1A-H2 Explaining and analyzing events, ideas, and issues within a historical context

H-1A-H3 Interpreting and evaluating the historical evidence presented in primary and secondary sources

H-1A-H4 Utilizing knowledge of facts and concepts drawn from history and methods of historical inquiry to analyze historical and contemporary issues

H-1A-H5 Conducting research in efforts to analyze historical questions and issues

ELA-2-H6 Writing as a response to texts and life experiences

ELA-1-H4 Analyzing and evaluating complex texts with supportive explanations to generate connections between real-life situations and other texts

Vocabulary and People to Know:

<ul style="list-style-type: none">• Primary Document/Source• Secondary Source• Autograph• Signature• Paul Revere• Lewis and Clark• Napoleon Bonaparte• John Quincy Adams• Robert E. Lee• Patrick Henry• Henry Knox	<ul style="list-style-type: none">• George Washington• Abraham Lincoln• Benjamin Franklin• Thomas Jefferson• John Hancock• Franklin Delano Roosevelt• Andrew Jackson• John F. Kennedy• Ronald Reagan• Daniel Boone• James Madison
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Pre-Visit Activities

Initiate a discussion with students about the importance and value of one's signatures. Explain that when someone signs his/her name on a document that indicates approval and ownership of the message or idea held within a document and is therefore an important representation of one's self on paper.

Go over suggested vocabulary and people to know as a class. Begin an in-class discussion accompanied by an explanation on the difference between a primary and secondary source.

Explain to the students that they will be visiting the Louisiana State Exhibit Museum to view 54 important historical figures' authentic autographs signed on primary documents.

It may be a good time before or right after your visit to LSEM to incorporate a lesson on the Declaration of Independence. Use this important, historic, signature filled document to illustrate the importance, seriousness, and power of one's signature.

Museum Etiquette

- Have your students use their "library" voice when in a museum or gallery.
- No running in a museum or gallery.
- Please keep your feet off the ledge and on the red tile (floor) when standing around the center contour map.
- Students need to stay with their group, class, or teacher.
- If you have any questions, please ask one of the museum tour guides.
- When entering the auditorium for a program, please keep your class in a single-file line separate from other classes and schools who may also be waiting to enter through the breezeway
- Wait for a tour guide to give you instructions.

Museum Field Trip Activity

Make copies of LSEM viewing journal for each student.

Explain to students that they will be filling out the journals as they view the exhibit.

Students will be viewing a PowerPoint presentation on an introduction to the exhibit and reviewing key historical figures featured in the exhibit.

Students will be reminded of the differences between primary and secondary sources.

Students will tour the exhibit with a qualified docent.

Post Visit Activity

Discuss student impressions of the Autographing History exhibit. Ask students if they understand the importance behind one's signature and the definition of a primary source and a secondary source.

Ask students to pick one historic figure from the collection and write a journal entry about whom they picked and why they selected him/her as well as the reason or reasons that the person was important in American History.

Students may participate in the hands on activity in which they make an autograph book. Instructions and materials needed for the activity are featured below and may be done in the classroom.

Suggested follow up reading *Will You Sign Here, John Hancock?* by Jean Fritz

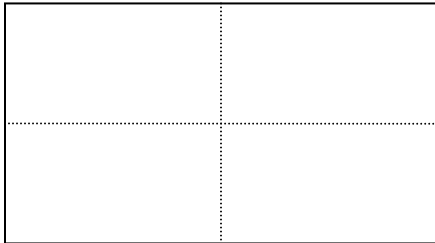
Instruction for Creating Student Made

Autograph Book:

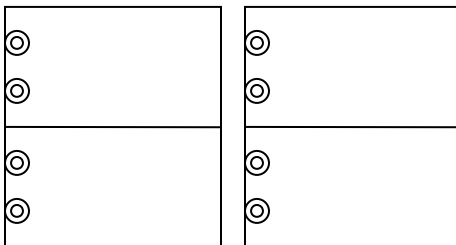
To create Student Autograph Books you will need:

Cardstock, ribbon, paper, and crayons or markers to decorate the cover

- Cut paper into four sections:



- Punch holes along left side of paper



- Repeat with sheets of cardstock for the book cover and issue two rectangles to each student
- Cut strips of ribbon about 3 inches long and issue 2 strips per student.
- Instruct students to put 10 pieces of paper in a stack with a piece of card stock on top and bottom.
- Have students line up the holes, loop ribbon through the holes, and tie them together... **(Take care to not tie them too tight or the book will not turn. It is best to leave room.)**
- Students may then decorate the cover. **(Be sure to have them write their name somewhere on the cover!)**

Louisiana State Exhibit Museum

Autographing History Viewing Journal

NAME _____

DATE _____

SCHOOL _____

Use information gained from the Autographing History exhibit at LSEM to complete this viewing journal

Part One: Introduction to Autographs and a Primary Document

What is the definition of an autograph?

What is the definition of a primary document?

What is the definition of a secondary document?

List three things that require a signature.

1. _____

2. _____

3. _____

Part Two: Historical Figures within Autographing History

List someone from the Civil War whose autograph is on display. What did this person contribute to the Civil War?

List someone who was an American president whose autograph is on display. What was one accomplishment from his term as president?

List a Native American autograph from the collection. What tribe did he belong to?

Pick one historical figure to examine in detail. Write a paragraph or two on why you chose this figure and why he or she was significant in history?

In a brief paragraph explain why you think the LSEM'S exhibit on Autographing History is useful and important.

BONUS QUESTION: How many autographs were in the Autographing History Collection at the Louisiana State Exhibit Museum?