

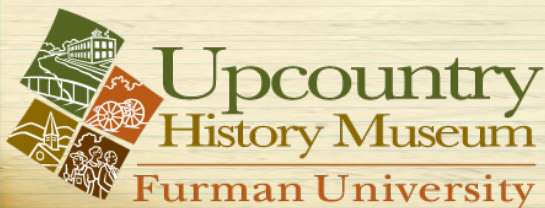
TRAVELING TRUNK

MEANING OF MONEY

UPCOUNTRY HISTORY
MUSEUM
540 Buncombe St.
Greenville, SC 29601
(864) 467-3100
WWW.UPCOUNTRYHISTORY.ORG

Lesson Plans, Activities, Handling Instructions

Teacher's Guide



Object-based learning:
Enhance lessons.
Captivate students.

Created by the Education Department at
Upcountry History Museum



What's in the Trunk

South Carolina Academic Standards and Indicators

Meaning of Money Lessons

Day Two: Impact of the Industrial Revolution Artifact Stations

Day Three: The Costs of War Artifact Stations

Additional Resources

Feedback Form and Incident Report Forms

Meaning of Money Traveling Trunk



Questions?
Call
864.467.3100

What's in the Trunk

Artifacts for 3 Different Lessons:

European Colonialism & Trade

Maps:

- Columbian Exchange
- Atlantic Slave Trade
- Native American Trade

Routes

Photographs:

- Slavery in SC Photo

Documents:

- Transatlantic Slave Ad
- Slave ship diagram
- Treaty with the Delawares
- Indian Removal Act quote
- 1788 Depiction of slave treatment and conditions
- Slave narrative
- Mercantilism Quote of 1765
- Mother Country Political Cartoon
- Tea Tax Political Cartoon
- Stamp Act Letter and Transcription

Items:

- Carolina Gold Rice Sample
- Cotton Boll Samples
- Thread Spool

Impact of the Industrial Revolution

Maps:

- Greenville SC Mills

Photographs:

- Cotton Loom photo
- Pre-Post Industrial Revolution Images
- Mill Village Homes
- Child Labor Photo
- Labor Strike Photo

Documents:

- Steam Engine Ad
- Textile Worker's Wage Chart
- Child factory worker's Medical Records
- Child factory worker's typical Workday Schedule
- New Labor Laws Newspaper Headline
- Living Conditions in factory town

Items:

- Clinton Mill Token
- Cotton Loom Machinery Piece

Costs of War

Diagrams:

- WWII Tank Production Graph
- WWI US Soldier Uniform Diagram
- US Soldier Casualty Chart

Photographs:

- Ration Book Photo
- Camp Wetherill Photo
- Women in WWII Factory Photo
- Columbia SC Post Civil War Photo

Documents:

- War Production Propaganda Poster
- Rosie the Riveter Poster
- Draft Announcement
- Soldier Brothers Letter
- WWI Death Telegram

Items:

- Defense Stamp Booklet
- Confederate Money
- Defense Stamp Booklet



Packing, Display, and Return

This trunk contains ____ objects. Please note how the objects were packed when you unpack the trunk – this will make re-packing easier!

Check the contents of the trunk with the “What’s in the Trunk” page before and after use. If any objects are missing, please fill out the enclosed incident report.

If you plan to display the artifacts, please follow these guidelines:

- Display the flat paper objects using book or music stands. Please do not use pushpins, tape, staples, reusable adhesive, or any other material that will pierce the paper, leave a stain, or otherwise damage the artifacts.
- When placing artifacts on a table, make sure the area is clear of anything that may damage them – pencils, pens, paint, water, food, etc.
- Do not display the books in an open position. This will damage the spine and cause the pages to come loose.
- Do not leave any of the artifacts in an open and unattended place where they may be susceptible to theft or unsupervised handling by the general public.

Please return the trunk by the designated return date on your confirmation letter. There is only one trunk serving all counties and their schools – we want as many people as possible to be able to enjoy this resource!

To return the trunk to the Upcountry History Museum, you have two options:

1. Return the trunk in person to the front desk of the Museum.
2. Mail the trunk via UPS.

Please follow the instructions in your confirmation letter when returning the trunk.



2019 Social Studies SC College and Career Standards

European Colonialism and Trade Lesson:

Social Studies SC College and Career Standards: 2.E.1, 2.E.2, 2.E.4, 3.4.2.HS, 3.5.1.HS, 3.5.2.AG, 3.5.3.HS, 3.5.4.AG, 4.1.CO, 4.1.CE, 4.1.CX, 4.1.CC, 4.1.E, 4.1.CX, 6.3.CO, 6.3.CE, 6.3.P, 6.3.E, 8.1.CO, 8.1.CE

Impact of the Industrial Revolution:

Social Studies SC College and Career Ready Standards: 2.H.1, 2.H.2, 2.H.3, 2.H.4, 5.1.CX, 5.1.CC, 5.1.E, 6.4.P, 6.4.CX, 8.3.CX

Costs of War:

Social Studies SC College and Career Standards: 2.H.1, 2.H.2, 2.H.3, 2.H.4, 4.4.CX, 5.1.CC, 5.2.CE, 5.2.CX, 5.3.CE, 5.3.P, 5.3.CC, 5.3E, 6.4.CC, 6.4.E, 8.4.CE, 8.4.P, 8.4.E, 8.5.CO



Treating Artifacts with Care

Some of the objects in this trunk are artifacts, and they must be treated with respect. These artifacts are very fragile and irreplaceable.

The most important rule for working with artifacts is to handle with care!

Below are some guidelines that students and teachers alike should follow in order to best preserve the artifacts for the future.

- **HANDLE WITH CARE!**
 - Special care should be taken when you remove and return objects from their protective covers. Please do not force any object into or out of its packaging, as this may damage the artifact.
 - Extra care should also be used when passing artifacts between people.
 - The handling of artifacts should always be done under close teacher supervision! Students should not have free access to the trunk and its contents.
- **TURN PAGES CAREFULLY!** You may look through the books, but you must be extremely careful. These items are very delicate.
- When placing artifacts on a table, make sure the area is clear of anything that may damage them - pencils, pens, paint, water, food, etc.
- If an artifact has been damaged, don't panic! Many artifacts can be repaired if necessary. Please record any damage on the incident report provided in the Teacher's Guide.

Thank you for your understanding of the delicate nature and importance of these artifacts!



Meaning of Money Lessons

This trunk contains four total lessons that can be divided among three or more days of instruction. The lessons are as follows:

- European Colonialism and Trade
- Impact of the Industrial Revolution
- Costs of War
- Each lesson will consist of a presentation, artifact analysis, and activity for each student. Please see the appendix for copies of all lessons in their entirety, and worksheets for students.



Day One: European Colonialism and Trade

Artifact Station Lesson-European Colonialism and Trade

Goal: Using historic records and artifacts, students will explore the history and role of money in America, as well as examples of basic economics.

Social Studies SC College and Career Standards: 2.E.1, 2.E.2, 2.E.4, 3.4.2.HS, 3.5.1.HS, 3.5.2.AG, 3.5.3.HS, 3.5.4.AG, 4.1.CO, 4.1.CE, 4.1.CX, 4.1.CC, 4.1.E, 4.1.CX, 6.3.CO, 6.3.CE, 6.3.P, 6.3.E, 8.1.CO, 8.1.CE

Students will:

- Explore various forms of past currency used in the state of SC
- Compare a monetary system to a trade or barter system
- Analyze a variety of primary and secondary sources to understand the impact of European colonialism and trade on the continent of North America

Artifact Stations: Trade Systems

Warm Up: Use “Fur Trade” painting to introduce today’s lesson. Have students analyze the painting and explain what they think is happening in the painting. They need to write down 5 details from the painting to support their claim.

Lesson Introduction: Explain that when Europeans and Native Americans first came in contact in the 17th and 18th centuries, they did not have a shared **monetary system**. What is **money**? Define **currency**. The Europeans used currency brought over from their countries of origin (show English currency) or developed by the new colony (shared colonial currency). Native Americans used various forms of currency. The Eastern Woodlands tribes used the **wampum** as currency (as well as for storytelling, treaty making, and record keeping). Some European settlers accepted the wampum as currency.

Since there was not a set monetary system for Native Americans and European settlers, most financial interactions were based on **trade**. In a trade system, one set of goods is exchanged for another set of goods. For instance, the Native Americans were excellent hunters and had furs. The Europeans had manufactured goods. So, they would trade items.

Explain that today we are going to find out how European trade created change throughout North America and beyond. Divide the class into five (5) groups. Give each group their first set of artifacts. Explain to the group that they need to work together to examine the different artifacts at each station. Use the “Artifact Chart” to collect information at each station.



Day One: European Colonialism and Trade (continued)

Activities: Expand on what we learned, choose one or all the expansion activities. These will be teacher lead and teacher adapted for your own class dynamics.

1. Trading Post - Idea adapted from <https://intersectingart.umn.edu/?lesson/60>
The goal of this activity is to buy, sell or trade the materials on hand so that the student can move toward completing their task card. Inside the Trading Post envelope, you will find task cards and a list of items used for trade. The shopkeeper (teacher) will have 10 (premade) trade cards with coins, beads, and items for sale or trade and the price of each. Students will create six trading cards four items will be assigned by the teacher and two items they may choose. Each trading card is hand drawn by the student. After they have created their trading cards then they are given a task card. The goal is to trade with another trader or the shopkeeper so that everyone has an opportunity to make a trade that will benefit them. They do not have to trade value for value they may decide if the object is worth the trade or not. The supply and demand principle will be in effect. Example: task might say “build a cabin” ... you would want to trade for an axe, or things useful when building a cabin. *Teachers gage according to your class how many rounds of trades are allowed.* Traders do not need to keep their cards a secret. At the end of the trading, have the students explain why they made their trades. *Teachers may step up the activity by making them keep track of the trades made.* Older students may have an assigned monetary value to their trade cards and then analyze if they profited or lost from the trades made. **Question: Is this a fair system? Why or Why Not? Repack for the next group.**
2. Wampum Making Envelope - The goal of this activity is to have the students physically engage in the act of creating the currency needed for trade. You will need construction paper, bottle caps, pencils, scissors, and yarn. Students will trace the bottle cap repeatedly filling their sheets of construction paper. Then they are to cut out the Wampum beads and string onto yarn to wear. Do not tell them how many beads they must make. The more beads they cut out they richer they are. You may step up the activity by allowing students to buy and sell jobs within the classroom with the wampum they have made. So, the harder they work the more it pays off. **Question: Is it easy to make your own money? What if you had to carve it out of shells?** Repack for the next group. Alternate material: Styrofoam trays can be used in place of the construction paper.



Day One: European Colonialism and Trade (continued)

3. European Colonization Envelope - Pass out the objects/goods and have the class choose if they thought the item was originally from Europe or from America. Use the Columbian Exchange Map and place the items in the correct pile: either America or Europe. Now pass out the coloring sheet and color in the things that came to the new world **Purple** and the things that went to Europe from the new world **Yellow**. Label and color the map. Step up the lesson by discussing international trade today. Figure out the main exports of the United States and map where they go most often.

Question: Who do you think benefited the most from this Columbian exchange? Think of one benefit for the Europeans and one benefit for the Native Americans. Repack for the next group.

Advanced Students- After the lesson, they will create an informational writing piece explaining three ways European trade changed the world. <http://www.essential-humanities.net/history-supplementary/european-colonialism/>

Wrap Up:

End with a share & pair. Students need to pair with another student in the classroom and share their thoughts on the benefits of the trade and barter system and the problems with the trade and barter system. Give each group a piece of card stock to create a poster highlighting the benefit or disadvantage of this system. Come back together as a class and students and have students share what they learned.



Day One: Warm Up



Suggested Warm Up Question: European Colonialism and Trade Lesson

What is happening in this painting?
Write down five details to support your answer.



Day Two: Impact of the Industrial Revolution

Artifact Station Lesson- Impact of the Industrial Revolution

Goal: Using historic records and artifacts, students will explore the history and role of money in America, as well as examples of basic economics.

Social Studies SC College and Career Ready Standards: 2.H.1, 2.H.2, 2.H.3, 2.H.4, 5.1.CX, 5.1.CC, 5.1.E, 6.4.P, 6.4.CX, 8.3.CX

Students will:

- Analyze financial records from the past including but not limited to pay stubs from textile mills, ledger books, receipts, and textile records
- Analyze photographs to understand the living and working conditions during the Industrial Revolution
- Explain the social economic and political changes created by the Industrial Revolution

Artifact Stations:

Warm Up: Have students analyze the image of a typical mill workers pay stub. Students pick out 5 pieces of information from the document.

Lesson Introduction: Ask students what they think of a trade system? What might be the advantages or disadvantages?

Today we do not live with a trade system. Instead, most Americans work a job to earn a **wage**. In the late 1800s many South Carolinians left their farms to work in textile mills where they would earn an hourly wage (show textile ledger of wages). They would then use this wage to pay for the things they needed to live. Have students list things that people need to live.

Explain that today we are going to find out how the Industrial Revolution changed peoples' lives by analyzing different primary sources and artifacts. Divide the class into five (5) groups. Give each group their first set of artifacts. Explain to the group that they need to work together to examine the different artifacts at each station. Use the "Artifact Chart" to collect information at each station and then answer the questions that follow.

(Give at least 5-7 minutes at each station)



Day Two: Impact of the Industrial Revolution (continued)

Activities: Expand on what we learned, choose one or all the expansion activities. These will be teacher lead and teacher adapted for your own class dynamics. These activities are easily combined but can be completed separately.

1. **Mill Memories Activity** – Using the Mill Memories Worksheet (appendix) have students predict what working in factories during the Industrial Revolution was like. Who do they think worked in the mills? What time did they start working and stop working? Then, using the Mill Memories PowerPoint on the Traveling Trunk flash drive, share with students the photographs of South Carolina's textile mills. Have students complete the remainder of the worksheet. Were their predictions correct? What surprised them about the factory conditions?
2. **Compare and Contrast: A Day in the Life of a Child Mill Workers** Read “The Story of My Cotton Dress” (appendix) aloud to students. Ask them what they think of the story? Then read aloud the workday schedule for a South Carolina Mill child or pass out copies of the schedule for students. Using the Compare and Contrast Worksheet (appendix) have students write out their schedules next to that of a mill working child's. Ask them to be specific and include activities from their busiest days (i.e., 4:00 PM Soccer Practice, 7:00 PM Piano). After they complete their schedules, have them answer the questions on the back of the worksheet comparing their activities to those of a child from the Industrial Revolution.
3. **Cause and Effect: The Industrial Revolution** - Give students the Cause and Effect: The Industrial Revolution worksheet (see appendix) and allow them to fill it out independently or in a group. This is a good activity for those students who finish the previous activities prior to the rest of the class, as it can be done completely independently. Worksheet source: education.com

Wrap Up:

End with a share & pair. Students need to pair with another student in the classroom and share their thoughts on what they have learned. Have students’ “popcorn” the answers to each worksheet.

Day Two: Warm Up

MONARCH MILLS - UNION, S. C.

TO EMPLOYEE: DETACH AND RETAIN THIS STATEMENT. IT IS A RECORD OF YOUR EARNINGS AND TAX DEDUCTIONS AS REPORTED TO THE STATE AND FEDERAL GOVERNMENTS.

EXPLANATION OF SYMBOLS

B - REGULAR EARNINGS	F - F.O.A.B.	P - ADVANCE	U - MISC.
C - OVERTIME EARNINGS	H -	R - HOSPITAL	X - EARNINGS TO DATE
D - ADJUSTMENT	MG - W/H TAX	S - INSURANCE	Z - W/H TAX TO DATE
E - MISC.	N - RENT	T - MISC.	

HOURS	EARNINGS	DEDUCTIONS					
* 40.00	B 38.02	F 38	X				38.02
	38.02	S .35	Z				2.90
		MG 2.90					
							34.39
							NET AMOUNT
							MARCH 28, 1943
							247- [REDACTED] - [REDACTED]
2118							LESSIE McCLOUD

2X MCCLEE, ATHENS, N. C. & GREENSBORO

PLEASE DO NOT MUTILATE HOLES AT TOP OF CHECK

Suggested Warm Up Question: Impact of the Industrial Revolution

Study the document.

List 5 different pieces of information from the document.



Day Three: The Costs of War

Artifact Station Lesson-Costs of War

Goal: Using historic records and artifacts, students will explore the history and role of money in America, as well as examples of basic economics.

Social Studies SC College and Career Standards: 2.H.1, 2.H.2, 2.H.3, 2.H.4, 4.4.CX, 5.1.CC, 5.2.CE, 5.2.CX, 5.3.CE, 5.3.P, 5.3.CC, 5.3.E, 6.4.CC, 6.4.E, 8.4.CE, 8.4.P, 8.4.E, 8.5.CO

Students will:

- Explore various forms of past currency used in the state of SC
- Examine the political, social and economic impact of war
- Analyze financial records from the past including but not limited to war production records, ration documents, war bonds, and other military economic information.

Warm Up: Have students analyze a “Victory Garden” propaganda poster from WWI. Students need to create a title for the poster and explain why they chose that specific title for the poster.

Lesson Introduction: There are some things that all people need. It is important that we spend our money on our needs first. Sometimes our needs change. How does a war change a country’s needs?

During WWII, the country needed supplies to support the military, so many Americans gave up things they thought they needed. For instance, there was a limited **supply** of sugar, meaning there was only so much sugar available. With an increased **demand** for sugar from the military, there was less sugar for regular citizens. In order to limit what people could purchase of certain goods (like sugar), the government rationed food during WWII. Citizens would get ration books (share a ration book). The stamps in the book worked like currency. You could only purchase certain items with stamps. This helped to control the amount any one person could purchase. So, with sugar, do all people need sugar or do they want sugar? Who might need sugar? A baker perhaps?

Divide the class into five (5) groups. Give each group their first set of artifacts. Explain to the group that they need to work together to examine the different artifacts at each station. Use the “Artifact Chart” to collect information at each station and answer the questions that follow. Go through the artifact chart and give students examples of artifact notes using the artifact from the Warm Up.



Day Three: The Costs of War

Activities

1. Money on the Homefront Activity Worksheet (with artifacts): Using the artifact stations from the lesson, have students answer the questions on the worksheet. Have students fill in the details from each object and do the math problems listed in each section.
2. Homefront Jobs Worksheet: Have students reflect on jobs for women and children in World War II. On the front of the worksheet, have students sort the jobs they have learned about into the proper categories. Then have students reflect on the roles children played on the Homefront during WWII with a writing prompt.
3. Rationing Worksheet: Have students complete the Rationing worksheet by filling in terms from the word bank at the bottom of the page.

Wrap Up:

Pair and share: have students pair up and share the answers to each worksheet.

Suggested Warm Up Documents and Questions

Costs of War Lesson:



Create a title for this propaganda poster. Explain the meaning of your title.

Additional Resources

The History Channel

- <https://www.history.com/topics/black-history/slavery>

The Library of Congress

- <http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/amrev/rebelln/>
- <http://www.loc.gov/teachers/classroommaterials/primarysourcesets/industrial-revolution/>

PBS, The Great War and the Shaping of the 20th Century

- <http://www.pbs.org/greatwar/resources/lesson.html>

BBC

- <https://www.bbc.co.uk/bitesize/guides/zvmv4wx/revision/1>



Artifact Citations

Columbian Exchange Map <https://blogs.uoregon.edu/mesoinstitute/about/curriculum-unit-development/spanish-conquest/columbian-exchange/>

Triangular Trade Map

https://www.nationalarchives.gov.uk/pathways/blackhistory/africa_caribbean/docs/trade_routes.htm

Slave Advertisement <https://guides.loc.gov/chronicling-america-fugitive-slave-ads>

Slave Ship Diagram

<https://archives.history.ac.uk/1807commemorated/exhibitions/museums/brookes.html>

Native American Trade Routes Map <https://www.themaparchive.com/native-trade-networks-c-1450.html>

Treaty with the Delawares <https://dc.library.okstate.edu/digital/collection/kapplers/id/25952/>

Indian Removal Act Quote <http://www.teachushistory.org/indian-removal/approaches/andrew-jackson-indian-removal>

SC Slavery Photo <https://iaamuseum.org/history/slavery-in-charleston-and-the-lowcountry/>

1788 Depiction of Slave Treatment and Conditions <https://www.abolitionseminar.org/brooks/>

Slave Narrative on Living Conditions

<http://www.loc.gov/teachers/classroommaterials/connections/narratives-slavery/file.html>

Tea Tax Political Cartoon <https://www.history.com/topics/american-revolution/townshend-acts>

Mother Country Political Cartoon <https://iantriangulartrade.wordpress.com/2016/10/31/navigation-acts-political-cartoon/>

Stamp Act Letter and Transcription <https://www.gilderlehrman.org/history-now/spotlight-primary-source/report-reaction-stamp-act-1765>

Pre-Post Industrial Revolution Images <http://victorian-era.org/victorian-industrial-architecture.html/post-industrial-revolution-industrial-machinery-and-architecture>

Steam Engine AD http://www.virtualmuseum.ca/community-stories_histoires-de-chez-nous/nine-hour-league_a-ligue-des-neuf-heures/story/industrialization-comes-hamilton/fg-beckett-steam-engine-ad/

Cotton Loom Image <https://www.nidocollective.com/artisans/foot-pedal-weaving-cotton/artisan-mexico-weaving-cotton-loom-mitla/>

Mill Village Homes Photo <https://upstatebusinessjournal.com/dunean-mill-village/>

Artifact Citations

Child Factory Workers Medical Records

<http://uhs.twpunionschools.org/subsites/swhitley/documents/Chapter%209-%20Industrial%20Revolution/Testimony%20on%20Child%20labor.PDF>

Child's Typical Work Day Schedule <https://sites.google.com/site/childlabornctextilemills/Home/day-in-the-life-of-a-mill-child>

Child Labor Image

<https://www.mtholyoke.edu/~hicks22a/classweb/Childlabor/WebsiteChildlabor/History.html>

New Labor Law Newspaper Headline <https://morningsonmaplestreet.com/2014/11/26/arthur-albicker-page-one/>

Labor Strike Photo <https://libcom.org/history/us-national-textile-workers-strike-1934-jeremy-brecher>

Living Conditions in Towns <https://www.ncpedia.org/textiles/mill-villages/life>

Tank Production WWII Graph <https://www.statista.com/chart/8269/industrial-production-tanks-second-world-war/>

War Production Propaganda Poster <http://www.usmm.org/postermisc2a.html>

Rosie the Riveter Poster <https://www.washington.edu/news/2015/02/02/documents-that-changed-the-world-rosie-the-riveter-poster-1943/>

Women's Wages in Factories <https://www.strikingwomen.org/module/women-and-work/19th-and-early-20th-century>

Women in Factories WWII Photo <https://www.archives.gov/education/lessons/hine-photos>

Draft Announcement <https://www.hobokenmuseum.org/explore-hoboken/historic-highlights/hoboken-in-wwi/>

US Soldier WWI Uniform Diagram <https://www.pinterest.ca/pin/115264071688412535/>

Soldier Brothers Letter <https://www.washingtonpost.com/graphics/2017/national/world-war-two-letters/>

WWI Death Telegram <http://www.teachhistory.com/war-department-telegram-announcing-the-death-of-philip-edwards-appears-to-be-in-error/>

Columbia SC Post Civil War Photo <https://www.thestate.com/news/local/article220228240.html>

American soldier casualty chart <https://prospect.org/power/american-war-dead-numbers/>



Traveling Trunk Feedback Form

Thank you for taking the time to fill out this feedback form. Your input will be extremely helpful for improving this trunk and for creating future trunks. You may use an extra sheet of paper if needed. Please return this form with the trunk or email it to Elizabeth@UpcountryHistory.org.

School Name: _____

Teacher Name: _____

Email Address: _____

Grade Level and Subject: _____

How did you learn about the WWI Traveling Trunk? (select all that apply)

☐ Museum Website

☐ Visit to the Museum

☐ Email Flyer

☐ Word-of-Mouth

☐ Other (please specify) _____

Please circle the corresponding number of your response.

5=Strongly Agree 4=Agree 3=Neutral 2=Disagree 1=Strongly Disagree

It was easy to reserve, receive, and return the Traveling Trunk. 5 4 3 2 1

The Traveling Trunk was age-appropriate for my students. 5 4 3 2 1

The Traveling Trunk supported my curriculum goals. 5 4 3 2 1

The activities were engaging and kept my students' attention. 5 4 3 2 1

The artifacts were interesting to my students. 5 4 3 2 1

I would recommend the Traveling Trunk to a colleague. 5 4 3 2 1

What did you like best about the Traveling Trunk?

What can be improved?

What other themes or subjects would you like to see in a Traveling Trunk?

Do you have any other comments?



Incident Report

Please fill out this form if an artifact has been damaged. You may use an extra sheet of paper if needed. If you need additional forms, email Elizabeth@UpcountryHistory.org.

Teacher Name: _____

Email Address: _____

Date of damage to artifact: _____

Artifact that was damaged: _____

Please describe the damage to the artifact.

Where is it damaged?

How extensive is the damage? (length of tear, depth of dent, etc.)

How did the artifact become damaged?

Was the damage done by the teacher, a student, or someone else?

If damaged by a student or someone else, did it occur under teacher supervision?

Do you have any additional comments about the incident?



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