



This silk postcard includes a lucky shamrock with four Allied flags to hopefully bring a soldier luck in the trenches.
Online Collections Database, 2020.138.1, www.theworldwar.org/research/database. National WWI Museum and Memorial.
Online.

Artifacts of Hope

Recommended Grade Levels: 6-12

Course/Content Area(s): History, World, Euro, ELA

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LESSON OVERVIEW:	Students will use their exploration of the online exhibition Charmed Soldiers to inspire a modern charm. Through creativity, roots in history, and research, students will defend their design through writing, imagining that their design could someday find its place in a museum.
OBJECTIVES:	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ● Explore and research using an online museum exhibition. ● Use research skills to gather historical knowledge about an artifact. ● Design a modern charm and use detailed writing and evidence to explain that design.
STANDARDS ALIGNMENT:	<p>National Council for the Social Studies (NCSS) C3 Framework Standards:</p> <p>D2.His.2.9-12. Analyze change and continuity in historical eras.</p> <p>D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people’s perspectives.</p> <p>Common Core English Language Arts State Standards:</p> <p>CCSS.ELA-LITERACY.RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-LITERACY.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p>
TIME NEEDED:	<p>1 90-minute class</p> <p>2-3 90-minute classes with extended expectations</p>
INTERDISCIPLINARY:	ELA, Art and Design
PRIOR KNOWLEDGE:	<ul style="list-style-type: none"> ≠ Students should have a basic understanding of WWI, its causes, who was fighting, and where fighting was occurring. ≠ Students should be aware of the life and experiences of servicemembers during the war, especially on the frontlines. ≠ For helpful background information, see the <i>Further Resources</i> section.
MATERIALS NEEDED:	<ul style="list-style-type: none"> ● Charmed Soldiers Exhibition Summary Questions (Appendix A) ● Charmed Soldiers Exhibition Guided Questions (Appendix B) ● Charmed Soldiers Exhibition Research Guide (Appendix C)

LESSON

PRE-ASSESSMENT/INTRODUCTION/HOOK:

Host a classroom or partner discussion with your students over the following questions:

- When you have dealt with something that was tough to overcome or process, who or what did you rely on to help you get through that time?
- How did this person or thing help you?
- Why did you look to this person or thing for help? If you did not search them/it out, then how did you end up making that connection?

Summarize that during times of conflict, struggle and hardship, people look to each other, their own beliefs and to objects, in order to find hope, solace and even luck. Today, you will begin exploring what this looked like for some serving during WWI.

- What are some predictions of charms that servicemembers during WWI might have used?

DIRECTIONS:

Part 1: Exploring the Exhibition

- Students should explore the online exhibition *Charmed Soldiers* and then answer the summary questions provided (Appendix A).
 - For a more thorough exploration of Charmed Soldiers that will take a full class period, use the guided questions provided instead (Appendix B).
- The guided questions will take them through the entirety of the exhibition so they can get a full picture of the variety of charms, their meaning and their uses.
- Consider if you want students to check their work with you before continuing to Part 2.

Part 2: Research

- Students will then choose a specific type of charm from the exhibition.
- They should complete the research guide (Appendix C) to increase their understanding of this type of charm.
 - The end goal is that students will understand the meanings behind the charm, how the tradition started and how it might still be reflected in today's cultures.
 - Eventually, they will be using what they have learned to create a modern charm of their own design, so it is important that they understand the roots.
- By looking up the type of charm directly, students should be able to find more information. Additionally, they can look into terms like "WWI good luck charms" to find articles from across various institutions. A few options for research tools include:
 - [National WWI Museum and Memorial Online Collections Database](#)
 - [Imperial War Museums Collection](#)
 - [IWM Article – 5 Lucky Objects of the First World War](#)
 - [Australian War Memorial](#)
 - [Australian War Memorials Article – Lucky Charms](#)

- [The British Museum](#)
- [National Museum of American History Article - The World War I story of Nénette and Rintintin](#)
- [National Geographic Article – How Good Luck Charms Reflect World Culture](#)
- [National Army Museum Article – Luck and Superstition](#)
- (Optional) Once students finish their research, consider if you would like them to share with a partner or group, or even to fully jigsaw their learning. This can allow students to have a broader understanding of charms in general before they move on to Part 3.

Part 3: Design

- Students will analyze their research to design their own good luck charm. The design must meet the following expectations:
 - Must be based, at least in part, on historical good luck charms
 - Must be a new design that would meet modern wants, needs and aesthetics
 - Students should sketch and label their charm design
- (Optional) Students can create a physical 3D version of their charm. Consider what materials you can make available or that they might have access to. A few examples might be:
 - Air-dry or modeling clay
 - Fabric
 - 3D modeling software
 - Recycled materials

POST-ASSESSMENT:

Once students have created their design, they will write a mini history for their charm that could live in a museum exhibition. The history should include:

- What historical charm(s) is the design rooted in?
- What is the meaning behind the charm concept?
- What group of people might find this charm most comforting and why?
- An explanation of the overall design:
 - Why does it look the way it does?
 - What similarities does it share with charms from the past? Why?
 - What differences does it have compared to charms from the past? Why?

(Optional) Determine if you would like for students to share their designs with their classmates through a gallery walk.

MODIFICATIONS/ACCOMMODATIONS

Provide struggling students with an outline for their writing. For advanced students, add the challenge of creating a historical timeline of one or more types of charms from the exhibition. This should include any history of the charm from before WWI, as well as after.

Appendix B:

Charmed Soldiers Exhibition Guided Questions

Introduction

1. What were some of the optimistic desires of servicemembers as described in the introduction?

Good Luck Postcards

2. What was the specific historical meaning of the horseshoe as a symbol of good luck?
3. What shape and flags were used on the “Good luck postcard” and why?

Crucifixes and Rosaries

4. What is the ancient historical root of the cross?
5. What can be seen inside of the “Crucifix reliquary”?

Charms

6. What did servicemembers sometimes believe these small tokens provided?
7. What specific condition had to be met for Rintintin and Nenette dolls to be considered lucky?

Pocket Saints

8. According to Roman Catholicism and Eastern Orthodox Christianity, who are saints?
9. Who is St. Michael the Archangel?

Devotional Medals

10. What type of protection did devotional medals hope to provide?
11. What is different about the “Our Lady of Salvation devotional medal”?

Pins

12. What meanings did these pins typically hold?
13. What is the meaning of the heart on the “Sacre-Coeur pin”?

Bibles

14. What are some things that were often stored in these small Bibles?
15. Many servicemembers had no intention of reading their pocket Bibles - why did they buy them?

Coins

16. What are two examples of the historical meanings behind carrying coins?
17. Where and when did the tradition of leaders giving memento coins to soldiers begin?

Conclusion

18. What are some examples of feelings and beliefs that servicemembers might have associated with these artifacts, as described in the conclusion?

Synthesize

19. What similarities did you find among the artifacts in the exhibition?

20. What differences did you find among the artifacts in the exhibition?

21. An exhibition like *Charmed Soldiers* uses artifacts to tell a story of the past. Are there any stories that this exhibition might be missing? If yes, which stories might they be? Why might they be missing? If no, then explain your reasoning using evidence.

Appendix C: Charmed Soldiers Exhibition Research Guide

<p>What is this charm? Describe it in detail.</p>	
<p>What common meanings are associated with this charm?</p>	
<p>What is the history of this charm BEFORE WWI?</p>	

<p>How was this charm used during WWI?</p>	
<p>What happened to this type of charm after WWI?</p>	
<p>Does this charm exist today anywhere? If yes, in what form? How similar/different is it now? If not, when did it stop being used and why?</p>	

Further Resources:

Overviews:

- [Global WWI Map](#)
- [Interactive Timeline](#)

United States Specific:

- [U.S. Enters the War](#)
- [Doughboys and the Birth of the Modern American Army](#)
- [With One Voice: The American Musical Experience of World War I](#)

Soldier's Experiences

- [Trenches of World War I: An Immersive Tour](#)
- Lesson: [Changing Technology, Changing Tactics](#)
- [WWI Soldiers in the Own Words](#)
- [Stories from the Somme](#)
- [Bulgaria Prisoners of War Camp Scrapbook](#)
- [Soldier's Mail](#)
- [Imperial War Museum: 5 Lucky Objects of the First World War](#)
- [National Army Museum: Luck and Superstition](#)

Religion-Related Stories and Experiences

- [Religious Icons in Art and War](#)
- Online Exhibition: [Fighting with Faith](#)
- Online Exhibition: [The Christmas Truce, Winter 1914](#)
- [Christmas During World War I](#)
- [All Saints Day & All Souls Day](#)