



# uncovering a discovery

uncoveringhistory.org

## INVESTIGATIVE NOTEBOOK

NAME OF HISTORY INTERN

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*CONCEPT ONE: What steps must history professionals go to in order to preserve and interpret the raw materials of the past? How might digital technology be apart of this process? What can one learn by closely reading an object? What are the limitations of this type of analysis?*

1. Invite Questions: Watch [Clip 1](#) – Intro to a Discovery from *Detectorists*
  - a. Describe what the detectorists discovered.
  
  - b. Assess the steps they took to preserve the raw materials.
  
  - c. How might digital technology be used to further investigate the materials?
  
2. Close Reading I: Evaluate your assigned object.
  - a. Describe the material used to make this object.
  
  - b. Observe Closely
    - i. [Ten Times Two](#) or *Five Times Two*
      - Look at your object/s for 30 seconds. List 5 details that you notice.
  
      - Look at your object/s again for 30 seconds. List 5 more details that you notice.
  
  - c. Create a rough sketch of your object. If you have more than one, create a sketch of important details.



3. Close Reading II: [Parts, Purposes and Complexities](#): Look at your object.

- a. What are its parts?
  
- b. What are its purposes?
  
- c. What are its complexities?

4. Question and Investigate: Now that you are looking at your object in comparison to others, do ONE of the following. Record your findings.

a. [Think. Puzzle. Explore.](#)

- What do you **think** you know about this object?
  
- What questions or **puzzles** do you have?
  
- What does the object make you want to **explore**?

b. [See. Think. Wonder.](#)

- What do you **see**?
  
- What do you **think** about what you see?
  
- What do you **wonder** about?

c. Reflect: What would be helpful to you in understanding more about this object? Are there limits to what a person can understand from an object in isolation?



CONCEPT TWO: *How do historians corroborate their findings? using other primary sources? using secondary sources?*

1. INVITE COMPARISONS: Read and analyze the information in the CORROBORATING OBJECTS CASE FILE.
  - a. What kind of sources are presented in the CORROBORATING OBJECTS CASE FILE?
  
  
  
  
  
  
  
  
  
  
  - b. Do other objects in the case file look similar? Make notes of any important clues here.
  
  
  
  
  
  
  
  
  
  
  - c. Based on the evidence in the CASE FILE, what is your best guess as to the origin, purpose and date of the item?
  
  
  
  
  
  
  
  
  
  
  - d. What information might help you to understand this object better?
  
2. CONFIRM COMPARISONS: Read the SENIOR CURATOR'S REPORT and assess the additional secondary sources for any new information. Record the information here.



3. RECORD: Complete a final draft of your group’s findings for your own information in the space below.

- OBJECT NUMBER:
- OBJECT NAME:
- OBJECT MATERIAL:
- OBJECT DESCRIPTION:
- IMPORTANT DETAILS:

	Response	Evidence
Place of Origin		
Date of Origin		
Purpose of Object		

DISTRIBUTE YOUR FINDINGS TO OTHER GROUPS BY FILLING OUT A COPY OF THE *FINDINGS REPORT* FOR EACH GROUP.



4. REFLECT INDIVIDUALLY

a. What does it mean to “think historically”?

b. How do the raw materials of the past aid our understanding of the past?

c. How do other primary sources and secondary information help historians make sense of these artifacts?



**CONCEPT THREE:** How do historians use other forms of thinking such as mapping and research to understand objects?



1. FORMULATE HYPOTHESIS

- A. Based on the FINDINGS REPORT, map the general place of origin for each group of items on the map above. Watch this [clip](#) from *Detectorists*. Pause at 2:59. Think about how you could use this type of thinking to evaluate the evidence in this collection of artifacts.
- B. What is your best guess or hypothesis for how these items came to be together in one place?
- C. Watch the rest of the clip from *Detectorists*.



2. INVESTIGATE HYPOTHESIS

- a. What new information do you understand about how this group of items may have come together after reading the [ReadWorks "Secrets of a Viking Ship"](#) article?
  
- b. How do you think these items came together?

3. EVALUATE HYPOTHESIS

- a. What evidence from the History Channel [video](#) helps you to understand the role Viking transportation technology played in changing trade patterns during this Age?
  
- b. What about the geography of Northern Europe makes this technology so advantageous? Add those geographic details to the map on the previous page.
  
- c. Make further revisions to your claim about how this group of items came together.

4. REFLECT INDIVIDUALLY: The resources mention that Vikings were *raiders* and *traders*. Does the evidence in this archaeological find confirm or challenge that idea? Why or why not? You may only use the evidence you've written down in this Notebook.





**CONCEPT FOUR:** How do historians use other forms of thinking such as “maker thinking” to understand objects? How do digital replication and manual replication help historians to understand objects in different ways?

1. EXPLORE MAKER THINKING:

- a. How does this [clip](#) from *Civilizations* show how “maker thinking” helps historians understand the raw materials of the past? Record some ideas here.
  
- b. Using the information in the British Museum’s archive page for your individual item (URL is found in metadata for your item in the UNCOVERING A DISCOVERY ARCHIVE), complete the following information.

OBJECT NUMBER ([UAD Archive](#)):

OBJECT NAME:

OBJECT MATERIAL:

OBJECT DESCRIPTION:

OBJECT SIZE:

OBJECT WEIGHT:

PLACE OF ORIGIN:

DATE OF ORIGIN:

PURPOSE:

OTHER IMPORTANT DETAILS:

How does a digital representation of the artifact differ from a manually produced copy of the object? What are its advantages and disadvantages?



2. REFLECT: EVALUATE MAKER THINKING

How does experience of holding an object in hand make it more 'real' than a digital image? What senses can a person use to thing historically when engaging with models of raw materials in this way? What can a historian learn about human beings who might have created these items or modified them in some way as with the hacksilver? How does a digital representation help historians to understand the object in a different way?



**CONCEPT FIVE:** *How can evidence be used to construct a plausible argument about the past? In other words, how do you know what you know about the narrative you are creating about how these objects came together?*

1. HISTORY AS A FICTIONAL NARRATIVE: Historians use evidence to construct a narrative or story about the past. Borrowing on the example of the *Detectorists* [Narrative Thinking Clip](#) you've just watched, write a short narrative or story explaining how your object came to be a part of the Vale of York Hoard. Make sure your story is based on the evidence you have discovered.



2. HISTORY AS A NARRATIVE: Listen to [BBC Radio 4 – Vale of York Hoard Episode](#).

What new information did you learn? What did you already suspect? What historical thinking went into this episode?

3. REFLECTION:

a. Based on what you've learned in this process, how do historians "know what they know" about history?

b. How has your understanding of "historical thinking" changed from your experience in working with these raw materials of the past?