

Past Clue Hunt

Students identify sources from long ago and connect them to the clues they give.

K.13.B "identify different kinds of historical sources and artifacts and explain how they can be used to study the past;"

NAME _____

DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 FIND A CLUE _____

a	map	photo	coin
b	photo	letter	map
c	coin	toy	letter

2 MATCH CLUES _____

photo	•	•	work
diary	•	•	people
tool	•	•	thoughts

HOW TO RUN THIS PAGE

Tell students that sources are clues that help us learn about long ago. Explain that an artifact is an object people made or used long ago, such as an old shoe or a newspaper. Read each printed word aloud before students mark the page.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 • FIND A CLUE

SAY “We can use different clues to learn about long ago. I will read the choices in each row. Listen to the question, then circle one word.”

ROW	SAY	STUDENTS CIRCLE
a	Which source could help us learn where a town was long ago? Circle map, photo, or coin.	map
b	Which source could help us learn words a person wrote long ago? Circle photo, letter, or map.	letter
c	Which artifact could help us learn about money people used long ago? Circle coin, toy, or letter.	coin

PART 2 • MATCH CLUES

SAY “I will read the words on the left and the words on the right. Draw a line from each word on the left to the clue it can give us about long ago. The left words are photo, diary, and tool. The right words are work, people, and thoughts.”

- **photo** matches **people**
- **diary** matches **thoughts**
- **tool** matches **work**

WHAT TO ACCEPT

Circle answers are map, letter, and coin. Match photo to people, diary to thoughts, and tool to work. Accept a reasonable oral explanation that these sources give clues about long ago.