



Using the "SURVEILLANCE RECORD"

By participating in this self-guide, your students will learn the U-505 story, while also gaining techniques on how to examine objects and make good use of Museum resources.

As a result, students will be better able to use the following skills:

SCIENCE

Observation, recording, estimation and measurement.

LANGUAGE

Writing, reading, descriptive and thematic.

HISTORY

Descriptive, compare/contrast, analytical and making inferences.

TEACHERS: The enclosed "Surveillance Record" is a self-guide for your students to use within the *U-505 Submarine* exhibit. This guide will not detail the entire exhibit, as there are many visual, audio and interactive components to occupy your students' time. It will, however, focus students on the history of the U-505 and the personal stories of the sailors of World War II.

HOW TO PREPARE THE SURVEILLANCE RECORDS

Please prepare enough copies of the two-page Surveillance Record for all of your students.

- Explain to students that they will be touring the exhibit during their field trip and they will be responsible for completing their Surveillance Record. They will be taking on the role of a historian by looking closely at and studying a historic artifact. Discuss with students what an artifact is, *"any object that was made by humans that provides information about human behavior in the past."*
- Artifacts can come in many different forms. Review some of the U-505 artifacts on the Museum's U-505 website, www.msichicago.org/exhibit/U505/exhibit/b_artifacts/index.html
- In the classroom have students cut the four panels out of both pages. Then put the pages in order (each panel has a page number in the upper right hand corner). Then staple the pages together at the top as indicated on the front page.
- Allow students to review the directions and questions before arriving.
- Collect booklets and return them to students once they've arrived at the *U-505 Submarine* exhibit.
- Teacher's Note: You may want to have a few blank copies of the Surveillance Record on hand during your field trip for students who finish early or want to do more than one.

CONT.

AT THE MUSEUM

Encourage students to take their time passing through the exhibit. Most of the artifact cases are at the end of the exhibit (ground floor).

As a class, review the artifact map, pointing out where most of them can be found. Because many students will be tempted to study the first artifact they find, you may want to pre-assign cases or different artifacts for groups of students to review.

BACK IN THE CLASSROOM

There are multiple ways to culminate this activity in the classroom after your visit. The following activities can be used in a variety of subject areas.

HISTORY

SUGGESTED ACTIVITY: CREATE YOUR OWN U-505 SUBMARINE EXHIBIT

Students present the artifacts they studied at the Museum and explain their findings to the class. By examining all of the artifacts recorded, students discuss the various categories into which they can be placed (e.g. German artifacts, American artifacts, daily life, military, postwar history, technology, etc.) Students then select a few categories they would like to include in their own *U-505 Submarine* exhibit. They should decide in what order the categories should go and what section the visitors should tour first, middle and last. Afterwards, place the artifacts into the appropriate sections. This activity could be conducted on paper or could be recreated on a smaller scale by making replicas of the artifacts.

What does your classroom's exhibit say about WWII and the capture of the U-505? How is your exhibit different than the one at the Museum of Science and Industry? What story does it tell? Have your class present their exhibit to other students or to classrooms that did not attend the field trip to the Museum.

Additional activities:

- Compare and contrast the importance of each artifact to U-505 operations.
- Present a history of this artifact – how was it invented, used and changed over time.
- Acting as a WWII correspondent, write a newspaper article discussing the importance of this artifact to the war effort.

SCIENCE**SUGGESTED ACTIVITY: HOW HAS THIS TECHNOLOGY ADVANCED?**

Research how this artifact has changed since 1944. How was it used during WWII? How did this technology influence the outcome of the war? Do we still use things like this today? If not, what has replaced it? Present and discuss the findings to the class.

Additional activities:

- Research the material from which the artifact is made. How would it be different if another material was used? (e.g., wood, ceramics, cotton or metal)
- Present and record everyone's findings. Graph or analyze the findings.
 - Which artifacts appeared the most?
 - Which were found to be the most interesting?
 - How many had logos?
 - How many artifacts were German? American?
- Redesign the artifact so that it is more effective for use today.

LANGUAGE ARTS**SUGGESTED ACTIVITY: LETTER WRITING**

Acting as a WWII soldier or a member of WAVES, write a letter home telling your family about your job, your living quarters, your friends, etc. Explain to your family the importance of the object you focused on from the exhibit. How does it make your life or job easier or more enjoyable? Why is it important to you?

Additional activities:

- Tell the story of the artifact you have chosen. Where did it come from? What is its purpose? How did it get to the U-505? How did it get to the Museum of Science and Industry?
- Compare and contrast the collected artifacts by debating their importance to the crewmen.
- Based on the artifacts you saw in the exhibit, what would you bring with you if you were a submarine crewman?