

Lesson 2: Prepping, Packing and Panhandling

The Value Behind Our Objects and Stories

Front-loading activity before reading *The Things They Carried* by Tim O’Brien and making connections to Philippine’s Journey to America

- Pre-select 5 or 6 photos and stories about **individuals holding significant objects** from Brandon Stanton’s, Humans of New York (HONY) blog. <http://www.humansofnewyork.com/> Copy and laminate or use screens to view in class.
- To connect to St. Rose Philippine Duchesne, copy the photo of Philippine with the New World map in her lap (see Lesson 2 Images). Also provide Philippine’s packing list of important objects she brought with her to the New World from France (see Student Documents and Activities column).
- Share the HONY pictures and the picture of Philippine with the students without sharing the accompanying stories. Ask students to comment on the photos and what they think the objects mean to the individual. Then share the actual stories of the individuals in the photos. How close are the guesses to the real story? In what way does a picture convey meaning and how can you use that tool in your writing? To give a sense of Philippine’s story from her picture, share several of her quotes on the packing list document, located in the Student Documents and Activities column.
- Next, have students think about an object that is very important to them. Stress the object does not have to have monetary value, just personal value to the student. Give examples and/or demonstrate as an instructor with your personal object. Ask students to prepare a notecard with talking points to share the story associated with their object. Have students bring their notecard, personal object or a photo or drawing of the object to the next class period to share with the class using the following activity (also found in Student Documents and Activities column).

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Name: _____

The Things We Carry - The Values behind our Objects and Stories

Procedure: Form a circle with your group. Everyone should be able to see everyone else.

- Each student will share their object by either showing or telling about it and then either reading their written reflection or talking about its significance to them.
- Listening students should fill out the first 2 columns of the chart below as and after they listen.
- Listening students each respond either with a question or with a connection/observation (from the 2nd column).
- As a group, complete the 3rd column - what values of the writer are present in their story?

Student & Object	Visual & Written Expression - Connections and Observations	Values of the Writer (Based on Object & Story)

Philippine’s picture with the map does not have an accompanying story, although you can research many of her personal letters (see *Philippine Duchesne* by Callan in Lesson 2 common resources) about her desire to travel to the New World. Collaborate about what she might have told Brandon Stanton if he asked her about the map and its importance to her.

Read the first vignette of *The Things They Carried* by Tim O’Brien which has to do with both emotional and physical things Vietnam soldiers carried into war. Are there common connections between the soldiers, yourself and Philippine and the value of your most sacred objects?