



This good luck coin was given out as a gift to soldiers in the U.S. returning from WWI by the Bill Brothers clothing company. Online Collections Database, FIC\_2023.1, [www.theworldwar.org/research/database](http://www.theworldwar.org/research/database). National WWI Museum and Memorial. Online.

## Good Luck Charms

Recommended Grade Levels: 3-6

Course/Content Area(s): Social Studies, English Language Arts

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<b>LESSON OVERVIEW:</b>	During WWI, many individuals kept good luck charms to help them hold onto hope, regardless of how scary their situation was. In this lesson, students will explore the online exhibition <i>Charmed Soldiers</i> , then learn more about how different people find symbols of hope, and finally design and create their own “lucky” charm.
<b>OBJECTIVES:</b>	<i>Students will:</i> <ul style="list-style-type: none"> <li>● Learn about soldiers’ good luck charms through primary sources.</li> <li>● Interview and record personal stories from important people in their life.</li> <li>● Design and craft their own good luck charm.</li> <li>● Write a description of their charm, using detailed language to explain its meaning and story.</li> </ul>
<b>STANDARDS ALIGNMENT:</b>	Common Core State Standards: <p><b>CCSS.ELA-LITERACY.W.4.7</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p><b>CCSS.ELA-LITERACY.W.4.2.C</b> Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p><b>CCSS.ELA-LITERACY.SL.4.2</b> Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
<b>TIME NEEDED:</b>	60 minutes total – can be split into multiple days
<b>INTERDISCIPLINARY:</b>	ELA, History, Research Skills, Interpersonal Skills
<b>PRIOR KNOWLEDGE:</b>	<ul style="list-style-type: none"> <li>● Students will only need to know that WWI was a large, long, scary war.</li> <li>● See the “further resources” section for a few book suggestions.</li> </ul>
<b>MATERIALS NEEDED:</b>	<ul style="list-style-type: none"> <li>● Digital access for each student (or small groups of students) to the online exhibition <a href="#">Charmed Soldiers</a></li> <li>● Research worksheet (Appendix A)</li> <li>● Interview worksheet (Appendix B)</li> <li>● Craft supplies [Yarn if completing Nnette/RinTinTin dolls]</li> <li>● Blank paper and writing utensils/coloring tools</li> <li>● Lined paper</li> </ul>

# LESSON

## PRE-ASSESSMENT/INTRODUCTION/HOOK:

Ask students to define what they think luck means. After giving them time to discuss, ask if anyone has an item that makes them feel lucky, safe, hopeful or comfortable in some way. Tell students that they will be exploring items that soldiers used to feel hope, safety and luck during World War I.

## DIRECTIONS:

### Part 1 – Exploring the Exhibition:

- Provide students access to the online exhibition [Charmed Soldiers](#).
- Provide students with the research worksheet (Appendix A)
- Demonstrate how to navigate the online exhibition and explain the instructions for the worksheet.
  - Students should be looking through each section, learning a little bit about each group of objects, and picking a few favorites.
  - Feel free to let them work alone, with partners or in small groups.
  - The amount of reading and specifics you require can be dependent on the age of student you are working with.
- Optional – provide students with a time to share their favorites with others or the whole class.

### Part 2 – Interviews:

- Using the interview worksheet (Appendix B), have students interview 3 different people about things that make them feel lucky, hopeful and/or safe. The interviewees should be what works best for your students – friends, other teachers, siblings, people who they live with, etc. Ask the provided questions and record the answers on their paper.
  - Consider how many days to give students to work on this. Home situations might create the need for more than 1 night if you are asking them to interview people at home.

**Part 3 – Design and Create:**

- Students will design their own charms.
  - Taking inspiration from the exhibition, ask students to create a charm for themselves or to give as a gift to someone they care about.
  - Students should brainstorm a list of things they want it to have on one side of a blank sheet of paper. This is specifically to get students to think and plan before they design.
  - On the other side of the paper, they should draw a brainstormed version of their design.
  - While looking through the craft supplies available (with guidance if needed), they should find the supplies they need to create their charm.
- Students will create their charm.
  - Using the resources provided, students should create their charm.
  - If students are wanting to create a Rintintin or Nenette doll, find a tutorial [here](#).
  - If students would like to write notes to go along with their charm as gifts, you can find coloring sheets made from the designs of real good luck postcards [here](#).

**POST-ASSESSMENT:**

- After creating their charm, they will write a description of it, including what it is, what it means, and who it's for.
  - The depth of this writing can be altered based on your writing standards.
  - Students should write in complete sentences.

**MODIFICATIONS/ACCOMMODATIONS**

Altering reading and writing expectations can bring the lesson to a higher or lower level.

Appendix A:

Name: \_\_\_\_\_

## Research Questions

Go to each section, based on the **BOLD** title to answer the questions below.

### **Good Luck Postcards**

1. How were Porte bonheur postcards made?
  
2. What is your favorite artifact in this section and why?

### **Crucifixes and Rosaries**

3. Where does wearing a cross come from historically?
  
4. What is interesting to you about one of these artifacts and why?

### **Charms**

5. What were some of the reasons servicemembers might have carried charms like these?
  
6. What is your favorite artifact in this section and why?

### **Pocket Saints**

7. According to some versions of Christianity, who are saints?

8. What is interesting to you about one of these artifacts and why?

**Devotional Medals**

9. What are some examples of things that might have been on devotional medals?

10. What is interesting to you about one of these artifacts and why?

**Pins**

11. Where were some places that servicemembers kept pins?

12. What is your favorite artifact in this section and why?

**Bibles**

13. What is something that some servicemembers kept inside of Bibles?

14. What is interesting to you about one of these artifacts and why?

**Coins**

15. What meanings have coins carried across different cultures and time?

16. What is your favorite artifact in this section and why?

Interviewer Name: \_\_\_\_\_

## Charmed Soldiers: Interview Questions

Use the questions below to interview 3 different people. Make sure you listen carefully to record their answers!

**Interviewee #1:** \_\_\_\_\_

1. Have you ever had a good luck charm or an item that made you feel hopeful or helped you feel safe?
2. If not, do you know anyone who has or does have one?
3. What is or was the item?
4. What does or did it mean to you?
5. Why does or did it have that meaning?

**Interviewee #2:** \_\_\_\_\_

6. Have you ever had a good luck charm or an item that made you feel hopeful or helped you feel safe?

7. If not, do you know anyone who has or does have one?

8. What is or was the item?

9. What does or did it mean to you?

10. Why does or did it have that meaning?

**Interviewee #3:** \_\_\_\_\_

11. Have you ever had a good luck charm or an item that made you feel hopeful or helped you feel safe?

12. If not, do you know anyone who has or does have one?

13. What is or was the item?

14. What does or did it mean to you?

15. Why does or did it have that meaning?



## Further Resources:

- [Rintintin and Nenette doll tutorial](#)
- [Downloadable, colorable Good Luck Postcards](#)
- To learn more about soldiers: [Doughboys](#)
- Children's books about the war:
  - *The Story of World War One* by Richard Brassey
  - *Stubby: A True Story of Friendship* by Michael Foreman
  - *Archie's War* by Belle Yang and Marcia Williams