

# **Jr. Historians Tackle Their Local History: Step-By-Step Project-Based Activities That Serve as a Template for Any Community to Develop Their Own History Curriculum**

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Many thanks to Dr. Jud Grenier for his years of providing inspiration for the teaching of community history and to Janice Harbin for her editing expertise.

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Cover photographs by Charles W. Porter

# Overview: Jr. Historians Tackle Their Local History

## Description of the Unit

This step-by-step guide is intended to serve as a template for developing the local history of any community. Students draw from historical and community resources to organize the sequence of events in local history and describe how each period of settlement left its mark on the land.

“Local history” may be interpreted as a specific city or town or as broadly as the local region. It is your choice to determine the geographic boundaries of your community.

Students discover the history of their community, including the explorers who visited there, the newcomers who have settled there, and the people who continue to come to the area today. Students trace their community’s development including how individuals and families have contributed to its founding and economic growth, and how the community has changed over time, drawing on maps, photographs, advertisements, and other primary sources. The unit concludes with a Living History Museum where students portray local historical figures.

## Historical and Social Science Analysis Skills

- Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret timelines.
- Students differentiate between primary and secondary sources.
- Students pose relevant questions about events they encounter in census data, maps, historical documents, oral interviews, and photographs.
- Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.
- Students summarize the key events of the era they are studying and explain the historical contexts of those events.
- Students develop historical, geographic, economic, and cultural literacy while building basic study skills, critical thinking skills and participation skills.

The above analysis skills are developed through the following project-based activities.

Lesson 1: Students construct their own artifact box, family members are interviewed about their migration to the local community, the Timeline of Our Community’s History is introduced, and population growth is graphed.

Lesson 2: Bio-sketches of people important to local history are read, and students make event cards.

Lesson 3: Students analyze old maps and early advertisements that promote the local community, they become historians as they interview older residents, and they go on a community scavenger hunt. A visit to a local history museum or historic site is recommended.

Lesson 4: “Then and Now” photographs are used to help show how the community has developed over time. Bio-sketches are introduced to tell the story of the changing economy and the community’s history during recent times.

Lesson 5: Students create a scrapbook page for a bio-sketch, a tourism brochure for their community, and portray a significant person in the Living History Museum.

Lesson 6: Students participate in an imaginary tea party, and construct an individual or group Timeline of Our Community’s History.

### **Compelling Questions**

Why did people move to our community? How has our community changed over time?

### **Supporting Questions**

|          |  |
|----------|--|
| Lesson 1 | What are some of my family’s cultural and religious traditions? When and why did my family come to the local community? What is the population of our community and how has it changed over time?  |
| Lesson 2 | Who were the early explorers of the local community? Who were the settlers who came here? Why was the community established? How did individuals or families contribute to the founding and development of our community?  |
| Lesson 3 | How has the local community changed over time, drawing upon primary sources such as maps, advertisements, and interviews?  |
| Lesson 4 | How has our community changed over time? Why do some things change, and some things stay the same? What economies were established by the settlers and what influences do these economies have on the present-day economy? What key businesses and services exist in the local community and how have these changed over time? |
| Lesson 5 | What individuals have contributed to the recent growth and development of the local community? What role has tourism played in the growth and development of the community?  |
| Lesson 6 | What are the key events in the history of the local community?   |

## **Common Core Standards for English Language Arts\***

\*RL= Reading Literature Standards; RI= Reading Informational Text; W-Writing; SL= Speaking and Listening

RL 3.3 Describe characters in a story (their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

RI 3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI 3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI 3.3 Describe the relationship between a series of historical events in a text, using language that pertains to time, sequence, and cause/effect.

RI 3.4 Determine the meaning of general academic and domain specific words and phrases in a text relevant to the subject area.

RI 3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, how events occur).

RI 3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

W 3.1 Write an opinion piece, supporting a point of view with reasons.

W 3.2 Write informative/explanatory texts to examine a topic and convey information clearly.

W 3.3 Write a narrative to develop imagined experiences using descriptive details.

SL 3.1 Engage effectively in a range of collaborative discussions.

SL 3.3 Ask and answer questions about information from a speaker.

SL 3.4 Report on a topic or text with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

## **Common Core Standards for Mathematics**

Represent and Interpret Data 3. Draw a scaled bar graph to represent a data set. Solve one step and two step “how many more” and “how many less” problems using information presented in scaled bar graphs.

## **Using an Inquiry Approach**

Young children begin to see themselves as capable problem-solvers and active contributors to their community and beyond when they engage in social studies inquiry. The goal is to spark curiosity in the children about the history of their local community, develop robust investigations into the compelling and supporting questions; consider possible solutions and consequences of their research; help them separate evidence-based claims from opinions; and finally have students communicate and act upon what they learned by participating in The Living History Museum (see pages 8, 36-37).

## Preparations for Jr. Historians Tackle Their Local History

This step-by-step guide is intended to serve as a template. You need to collect the information pertinent to your community and research the available museum archives to gather the recommended resources. Archival “foot-work” is needed since many local events and people significant to the development of the local community may not be found on the internet.

Begin by collecting the recommended research materials listed below. Divide your materials into the categories listed in BOLD. Elicit the help of your local history museums. Make it a project with a team of teachers and local history enthusiasts.

### Recommended Local History Materials to Collect

- List of **significant dates** in the history of the community. Write 1-2 sentences describing what happened. (See the sample timeline below.)
- List of **significant people** in the history (i.e. settlers), businesses, services, and government of the community from its development to today. List these people on the timeline. A brief one-page bio-sketch should be written in the first-person for each significant person. Prepare enough bio-sketches so each child in your group will have a different one. (See the sample bio-sketch on page 8.)
- **Photos** from long ago and today. Include historic locations, businesses, etc. Identify the exact location of the photo, preferably the address. Go to the same location today and take a photo of the same location from the same vantage point.
- **Maps** of the community from long ago and today.
- **Population** census figures for every ten years of the community.
- **Advertisements** that encouraged people to move to your community long ago and ads that encourage them to move to the community today.

### Directions for Creating a Timeline of Our Community’s History

In preparation for this unit, construct a timeline for the history of the local community. Enter the dates onto a word document so it can be duplicated for the students. For example:

|      |  |
|------|--|
| 1774 | Spanish explorer, <b>Juan Bautista de Anza</b> , passed south of the Coachella Valley in search of a land route from Sonora to Monterey.   |
| 1823 | <b>Captain Jose Romero</b> , a Spanish explorer, entered the Banning Pass to look for a land route to Yuma. Not until his second attempt did Romero made it all the way to Yuma. |
| 1863 | The <b>William Bradshaw</b> Trail stage route started through the Banning Pass from Los Angeles to the gold fields of Arizona.   |
| 1876 | The Southern Pacific Railroad’s first steam engine made the run between Los Angeles and Indio on May 29 <sup>th</sup> . The next year the line was completed from Indio to Yuma. |

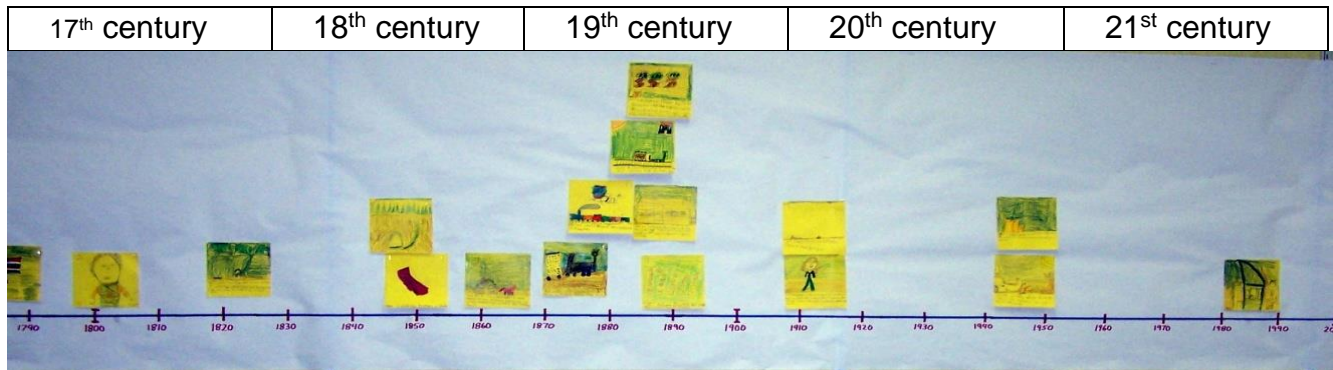
Note: On the timeline, the names listed in **BOLD** are significant people in the local history. Each significant person you have identified should be listed on your timeline.

Recommended: Draw the timeline on a large sheet of butcher paper (or shelf paper) that is approximately 4 yards long. Make short vertical lines on the timeline about 6" apart. Label the lines beginning with 1770, or the date of your choice. As an alternative to the butcher paper, use 10 sheets of 12" by 18" construction paper, two for each century from the dates 1700 to 2100. Divide each century into decades.

**Label each successive date in ten-year intervals** (1770, 1780, 1790, 1800, 1810, 1820...) ending with the year 2020, or later. Refer to the sample timeline shown below. Give the timeline a title, such as *Timeline of Our Community's History*.

Mount the timeline on the bulletin board or classroom wall.

At the top of the timeline, label each appropriate century.



**Event Cards:** As you study the history of the local community, have one student at a time use a 2"X3" index card to make an "event card" for the time line, one for each of the events and one for each of the significant people. The "event card" should have the date, a brief description of the event, and a small illustration. **As completed, post each Event Card on the Timeline.** Encourage students to make the event cards colorful to enhance the appeal of the timeline. Throughout this unit, continue to add event cards to the timeline.

## Bio-Sketches for the History of Our Community

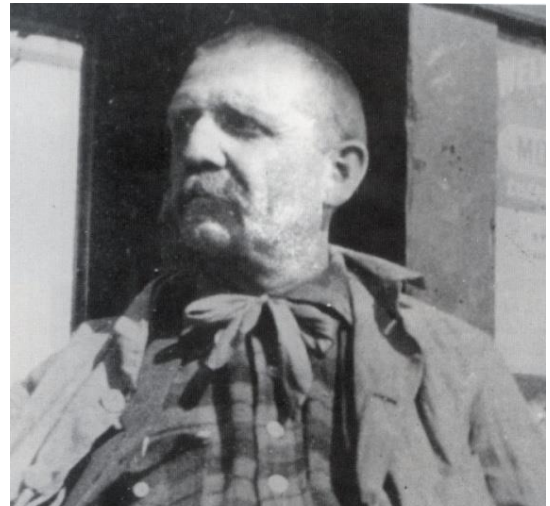
Plan to write enough bio-sketches of "significant people" so **each child** will have one. This is the most time-consuming part in the development of the local history project. Elicit a team of teachers or history enthusiasts help write the bio-sketches.

It is recommended each bio-sketch be written in the first person and includes a photograph of the person, if available. Refer to the "sample" bio-sketch on the next page.

[Sample Bio-Sketch]

My name is **Albert G. Tingman**. I am known as the “Father of Indio.” I came to the area in 1877 as a railroad construction boss for the Southern Pacific Railroad. By 1883, I became the railroad station agent and a telegrapher.

Two years later, my wife and I homesteaded and purchased 160 acres of Southern Pacific Railroad property. I built Indio’s first store near the train depot. I built a corral on the south side of the store for travelers, local prospectors at the mines, and railroad workers...



*Albert G. Tingman*

Limit each bio-sketch to one page, double-spaced. Assemble copies of all the bio-sketches and the community timeline into a booklet. Provide a copy for each child.

## The Living History Museum

For the Living History Museum, each student selects an historical figure from your local community’s history to portray at The Living History Museum. Students “perform” their “living history” for family members, friends and interested members of the community.

To prepare for The Living History Museum, each student writes a speech using the first person “voice” of the historic person he/she selected from the **bio-sketch** booklet. The speech should include the person’s name, important dates, contributions to the local community’s history, and any other historic information about the person’s life. Students may include additional information about their historical figure, if it is available.

On the day of The Living History Museum, each student should wear a simple costume that represents what the historic person may have worn in his or her work.

Students share artifacts or props associated with the individual; for example, an early settler may have a copy of a town map.

Students will be the “exhibits” in The Living History Museum as they role play the historic person. Place a “Press Here” button near each student. Museum visitors “gently” push the button and the historic person “comes to life” and shares his/her speech. Refer to pages 36-37 for more information.





# Lesson 1: Traditions, Migration, and Population

## Supporting Questions

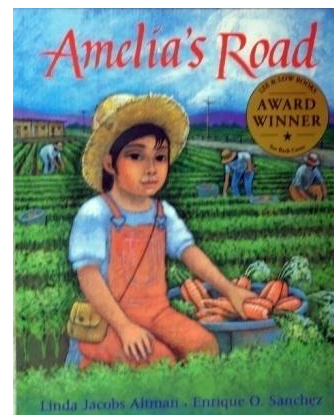
- What are some of my family’s cultural and religious traditions?
- When and why did my family come to the local community?
- What is the population of our community and how has it changed over time?

## Activity # 1 Migrant Farm Workers

Materials needed: A copy of the book *Amelia’s Road* by Linda Jacobs Altman. If the book is not available, move to Activity #2.

**Step 1: Information for students** In this unit, we will study about people who have come to the local community and the reasons that have brought them here. In this first activity, we will learn about migrant farm workers. The term “migrant” means to move from place to place. Migrant farm workers move from harvest to harvest, staying in temporary housing or labor camps for short periods of time.

**Step 2: A Book to Read** Show the cover of the book *Amelia’s Road* by Linda Jacobs Altman. Point out that the cover picture shows Amelia, the daughter of a farm worker. In the book, she describes how she is tired of moving around so much and dreams of her own home. The farm work and moving about makes it very difficult for Amelia to know any one place very well or to make friends. In Amelia’s story, she is looking for a place where she belongs and can call home, a place she can come back home to (RL 3.3).



After reading the story, have students describe the characters in the story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Have students talk with a partner as you ask the following questions:

- What is Amelia’s life like as the daughter of migrant farm workers?
- Why does Amelia’s family move from farm to farm?
- What do you think it would be like to move from place to place?
- What is meant in the book by the phrase, *the accidental road*? (a short cut Amelia found by *accident*. It was narrow and rocky, more like a footpath.)
- At the end of the story, why does Amelia feel that now she has a place that belongs to her and to which she belongs? How does she adjust to this new place? (RL 3.3)

**Step 3: Writing and Drawing** Share with the students a special place that you enjoy. Ask students if they have a special favorite place. Optional: Have the students each draw a picture of “some place that is really special,” and title it “My Special Place.” Either before drawing or afterward, have students write what makes their place so special (W 3.2).

## Activity # 2 Artifact Boxes and Cultural & Religious Traditions Exhibit

To help the children describe today's cultural and religious traditions in the community, students will construct "artifact boxes" like the one Amelia made in her story.

Materials needed: For each student, a box such as a shoe box, and personal artifacts that tell about his/her family's culture (e.g., photographs of the family, special items used for holiday celebrations, cultural artifacts, and religious items). These items should be collected by the students at their home. Note: It is recommended the teacher also construct an "Artifact Box."

**Step 1: Creating Artifact Boxes** In the story *Amelia's Road*, Amelia creates an "artifact box" which contains some of her favorite things. She calls it *Amelia's Things*.

As the teacher, describe or share with the students some of your favorite and "treasured" belongings. Include items that describe your cultural and/or religious traditions.

**Step 2: Homework assignment** Have students collect personal artifacts reflecting some of



their favorite things, including things that tell about their family's culture. Ask students to decorate the outside of a box (such as a shoe box). The treasures (or pictures of the treasures) can be placed inside the box.



**Step 3: Share Artifact Boxes** Students bring "Artifact Boxes" to school. Provide time each day for a few students to share their boxes with the class (SL 3.4). Discuss what the artifact boxes tell us about the people who have settled in our community. Be sure to cover the cultural and religious traditions of people in the local community.

## Activity #3 Timeline of Our Community's History

Materials needed: Refer to pages 6-7 for "Directions for Creating a Timeline of Our Local History." The teacher needs to construct the timeline prior to doing this activity.

**What is a timeline?** Explain to the students that a timeline helps keep track of events. It shows the dates on which events take place. Discuss the following three steps:

1. To learn what the timeline is about, study the title.
2. Figure out the time period the timeline covers.
3. Read the timeline from left to right. The event on the far left is the oldest event. The event on the far right is the most recent event.

Note: At this point, there are no events listed on the timeline. During the next activity, students will create an event card to tell when their family first came to the local community.

## Activity #4 My Family's Migration - When and Why?

**Materials needed:** For each student, a copy of **Family Migration Interview (Handout # 1.1 on page 14)** and a large sheet of chart paper for constructing a chart titled “My Family’s Migration to the Local Community” (see below). Refer to page 7 for directions on how to create an event card. It is recommended that 2” by 3” sheets of paper be used.

**Step 1: Interview** In class, discuss the interview form and the questions. Have students interview you and/or the principal to get practice asking the questions and recording the answers.

**Step 2: Family Migration Interview** Refer to the **Tips for Conducting an Interview** on page 26. Ask students to conduct an interview with a parent, older relative or family friend to determine the answers to the Family Migration Interview (Handout #1.1, page 14). Send the questionnaire home and allow enough time for students to conduct the interview (SL 3.3).

Note: Be sensitive to any families who do not wish to answer

questions about their migration.

Sample questions include:

- When did your family (or ancestors) first move to the local community?
- From where did your family move?
- Why did your family choose to move to the local community?
- Describe some cultural and religious traditions that your family celebrates?

**Step 3: Record the Data** Discuss the students’ migration interviews. Record the data collected on a chart as shown below:

**My Family’s Migration to the Local Community**

| Name of person interviewed | Date of Arrival | Place Where the Person Came From | Reasons for Migration |
|----------------------------|-----------------|----------------------------------|-----------------------|
|                            |                 |                                  |                       |
|                            |                 |                                  |                       |

**Step 4: Event Cards** Using small size cards (2” by 3”), have students write their name and the date that their family arrived in the local community. Affix the event cards to the *Timeline of Our Community’s History* according to when the students’ families arrived.

**Step 5 (Optional): Map Exploration** Students write their names and where their families came from on a “post-it” note. Affix the post-its on a United States map and/or a world map. Ask, “What does the map tell you about the movement of people from one place to another? What were the reasons people migrated to our community?” Ask, “Are there any patterns?” Compare and contrast the patterns of movement identified.

## Activity # 5 A Population Bar Graph– Represent and Interpret Census Data

**Materials needed:** For each student, a copy of your community’s population since census data was recorded and graph paper or the bar graph template **Our Community’s Population, (Handout #1.2, page 15)**. It is helpful to use a document camera, if available, to display both handouts.

**Step 1: What is a Primary Source? Primary sources** are documents, images or artifacts that provide firsthand testimony or direct evidence concerning an historical topic. A primary source can be a diary, manuscript, autobiography, recording, or any other source that was created at the time under study. Provide samples of primary sources, if available. **Secondary sources** were created by someone who did **not** experience first-hand or participate in the event. Some types of secondary source include textbooks and encyclopedias.

**Step 2: Decennial Census** Explain to students that a **census** is a primary source document. The population of a city is determined by a national census taken every 10 years. This Decennial Census (10-year survey) attempts to count all persons living in the United States on April 1<sup>st</sup> in all years ending with a zero (1990, 2000, 2010, 2020, etc...). The census includes categories such as men, women, children, age and ethnicity.

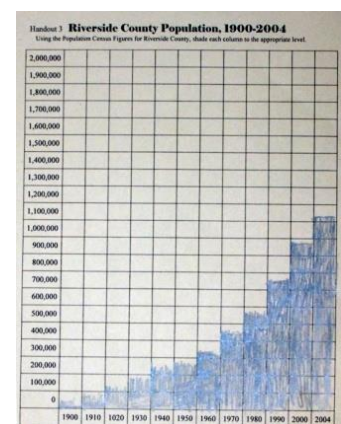
**Step 3: Our Community’s Population** Share the census figures for your community since it was founded. If the population for your community is not available, you may use that of the county where your community is located. Discuss the figures in the chart.

Pose the questions such as:

- How has the population of our community changed over time?
- Why does the population of a community change?
- Why do you think the community grew so much between the years \_\_\_\_ and \_\_\_\_?
- Why do people come to our community today?

**Step 4: Construct a Scaled Bar Graph.** Demonstrate how to construct a bar graph. On the horizontal “x” axis, write the years covered by your census in intervals of 10 years, such as 1900, 1910, etc. On the vertical “y” axis, begin with zero and place the figures for your community’s population in intervals such as 100,000, 200,000 etc.. Shade in the Population Census for your community on graph paper or use the bar graph template (Handout #1.2, page 15) (Math - Represent Data 3).

**Step 5: Interpret Data on a Scaled Bar Graph.** Ask students several “how many more” and “how many less” questions using information presented in the scaled bar graph (Math - Interpret Data 3).



As students work with the Population Graph, select a few students to make event cards with the population for each census year. Add the cards to the timeline.

## Activity # 6 Growth in Our Community

**Review the chart, “My Family’s Migration to Our Community” developed in Activity #4 and the population graph of our community (Activity #5).** Have students engage in a range of collaborative discussions building on others’ ideas and expressing their own clearly as you ask the following questions (SL 3.1):

- When did most of the families in our class come to our community?
- Why did they come?
- What are the reasons why people come to our community today?
- How much population is enough, and how much is too much?
- What “trade-offs” or individual economic choices do people make when they move to a new place?
- What does someone “give up” when moving to a new place?
- What does one gain from a move to a new community?
- What are the “benefits” of moving? What are the “costs” (not only financial) of moving?

## Assessment

The assessment of this lesson is integrated with the instruction and occurs throughout the unit. The supporting question provides a framework for the evaluation of the lesson.

- **Construct an artifact box** that tells about your family’s cultural and religious traditions and then **orally summarize** for the class what is included in the artifact box (Activity #2).
- **Conduct a family migration interview** (Activity #4).
- **Create an Event Card** for when your family arrived in the local community. Affix it to the *Timeline of Our Community’s History* (Activity #4).
- **Construct a bar graph of the population** of your local community (Activity #5).

## Family Migration Interview

Your name (the interviewer) \_\_\_\_\_

Name of the person you interviewed \_\_\_\_\_

Date of the Interview \_\_\_\_\_

Your relationship to the person interviewed \_\_\_\_\_

1. When did our family (or ancestors) first move to the local community?

2. From where did our family move?

3. Why did our family choose to move to the local community?

4. Describe some cultural and religious traditions that our family celebrates.

Name \_\_\_\_\_ Date \_\_\_\_\_



## Lesson 2: Early Explorers, Settlers, and Founders

### Supporting Questions

- Who were the early explorers of the local community?
- Who were the first settlers who settled here?
- Why was the community established?
- How did individuals or families contribute to the founding of our community?

### Activity #1 Explorers to Our Community

Materials needed: Refer to the description of the bio-sketches on pages 7 and 8. It is recommended that all bio-sketches and the Timeline of Our Community's History be duplicated and assembled into a reading packet for students to use throughout this unit.

**Step 1: Frontload vocabulary** To assist students with acquisition of general academic vocabulary, discuss the following words (RI 3.4):

**explore** – to set out to find a new place, verb.

**explorer** – a person who goes to find out about a place, noun.

Ask students why explorers might want to leave their homes for unknown lands.

**Step 2: Reading a Bio-Sketch** On the Timeline of Our Community's History, read the entry for the first person in your bio-sketch booklet. Discuss his/her accomplishments and the date.

Sample:

|      |  |
|------|--|
| 1774 | Spanish explorer, <b>Juan Bautista de Anza</b> , passed south of the Coachella Valley in search of a land route from Sonora to Monterey. |
|------|--|

Next, read the first bio-sketch. Help students determine the main idea of the text; recount the key details; and, explain how the details support the main idea. Ask questions to help students demonstrate their understanding of the text. Encourage them to refer explicitly to the text as the basis for their answers (RI 3.2).

Note: Use guided reading of the text, including think aloud and/or text dependent questions which direct students back into the text (RI 3.1). Use a discussion protocol and strategies such as mumble reading, reciprocal reading and role playing.

Mumble Reading: To use "mumble reading," the teacher reads the bio-sketch in a clearly articulated voice, while simultaneously the students read in low, quiet voices.



**Reciprocal Reading:** In reciprocal teaching, students form pairs to reread the bio-sketch, one paragraph at a time. After one student reads the first paragraph, his/her partner asks a question that comes to mind about the reading. Students then switch roles and read the next paragraph. Each set of partners always gets to ask questions as well as read a paragraph and answer questions. For the first time, it is recommended the teacher have several pairs of students model the process of reciprocal reading. Plan enough time to be sure the students understand the process.

Partners continue reading each paragraph and asking questions. At the end of the bio-sketch, have one or more of the students summarize the reading. This technique teaches students to focus intently on what they are reading by designing and asking questions.

**Role Play:** Select a student to portray the part of your first bio-sketch. For example, Juan Bautista de Anza. Have the student read and practice the bio-sketch to later play this part in The Living History Museum (SL 3.4). Refer to page 8 for a description of The Living History Museum. The museum is held at the end of Lesson 5.

**Step 3: Bio-sketch** Read the timeline entry for the next bio-sketch person and discuss his/her accomplishments and the date.

Read the bio-sketch. Help students determine the main idea of the text; recount the key details; and, explain how the details support the main idea. Ask questions to help students demonstrate their understanding of the text. Encourage them to refer explicitly to the text as the basis for their answers (RI 3.1, RI 3.2).

**Role Play:** Select a student to portray the part of the bio-sketch person. Using the bio-sketch, have the student read and practice the bio-sketch for The Living History Museum (SL 3.4).

## **Activity #2 Timeline of Our Community's History**

**Materials needed:** 2" x 3" note card or a piece of construction paper for each student who will portray your first two bio-sketches. Refer to the "Directions for Creating a Timeline of Our Community's History" described on pages 6 and 7.

**Step 1: Event Cards** Provide the students who read the first two bio-sketches in Activity #1 with a 2" x 3" note card or a piece of construction paper to make "event cards." As described on page 7, each event card includes the name of the event, the date, a brief description of the event, and a small illustration. Encourage students to make the event card colorful. Place the completed event cards on the Timeline of Our Community's History.

Note: If desired, have all students make all the event cards as one student makes the Event Card for the class timeline. Punch a hole in the upper left-hand corner of each card and use an O-ring to keep the cards together. This is time-consuming, but students love having their own copy of the timeline cards.

**Step 2: Timeline** Review the two events posted on the timeline. Have students describe the relationship between the two historical events using language that pertains to time, sequence, and cause/effect (RI 3.3).

### Activity # 3 Bio-Sketch Chart

Materials needed: Use either a large piece of chart paper or butcher paper to construct a large version of the *Bio-Sketch Chart* (shown below). Include the headings: *Name of Bio-Sketch*; *Important Dates*; and, *Description of the Bio-Sketches' Contributions to our Community's History*. Provide space for all the bio-sketches to be added throughout the unit.

To help students keep track of the bio-sketches read during this unit, begin a *Bio-Sketch Chart* with the first two bio-sketches. As students read each new bio-sketch, keep the organizer up-to-date and add new information throughout the unit.

Summarization skill: To develop the skill of summarizing, students can help identify the information to include on the chart (RI 3.2).

#### ***Bio-Sketch Chart***

| Name of Bio-Sketch | Important Dates | Description of the Bio-Sketches' Contributions to our Community's History |
|--------------------|-----------------|---|
|                    |                 |   |
|                    |                 |   |

**Teacher Option:** To make the chart into a manipulative activity so students can practice sorting and matching each item, create a separate card for the name of the bio-sketch, a card for the important date, and a card for the description of the bio-sketches' contribution.

### Activity # 4 Settlers Travel to the Region

Materials needed: Bio-sketches of early settlers to the region; timeline of local history.

**Step 1: Frontload vocabulary** To assist students with acquisition of general academic vocabulary, discuss the following words (RI 3.4):

|  |   |   |
|--|---|---|
| <p><b>settle</b> – to live in a new community, verb.</p> | <p><b>settler</b> – a person who lives in a new community, noun. A settler is a person that starts a new life in a place where there are no other houses, streets or towns.</p> | <p><b>settlement</b> – a new community, noun. When a group of people settles an area together, they create a settlement.<br/>settle + ment = settlement</p> |
|--|---|---|

Questions to ask:

1. Why might settlers want to leave their homes to live in a new land?
2. What reasons would cause people to settle in locations like our community?
3. What do you think life was like in the early settlements?

**Background Information:** Provide students with information about the early settlers of your community. What businesses did the early settlers open? Did it become a thriving community right away, or was its' development slow? Were the settlers influenced by the availability of railroads or rich land for farming? Was it a stopping off point midway between other locations? Were the settlers attracted by certain geographic features or the climate?

**Step 2: Reading assignment.** Select the bio-sketches of the early settlers. Read the timeline entry. Discuss his/her accomplishments and the date.

- Read the bio-sketch. Help students determine the main idea of the text; recount the key details; and, explain how the details support the main idea. Ask questions to help students demonstrate their understanding of the text (RI 3.1, 3.2).
- Role Play: Select a student to read the bio-sketch and to make an event card to add to the Timeline of Our Community's History.
- Summarization Skill: Have students summarize the information about the bio-sketch and add this to the "Bio-Sketch" chart (RI 3.2).

## **Activity #5 Founding and Development of the Local Community**

**Materials needed:** For each student, a copy of the bio-sketches for newcomers who came to the community and helped lead its founding and development.

**Step 1: Reading assignment** Select the bio-sketches of residents who played a role in the founding and development of the community.

- Read the timeline entry. Discuss his/her accomplishments and the date.
- Read the bio-sketch. Help students determine the main idea of the text; recount the key details; and, explain how the details support the main idea. Ask questions to help students demonstrate their understanding of the text. Encourage them to refer explicitly to the text as the basis for their answers (RI 3.1, 3.2).
- Role Play: Select a student to read the bio-sketch and make an event card to add to the Timeline of Our Community's History (SL 3.4).
- Summarization Skill: Have students summarize the information about the bio-sketch and add this to the "Bio-Sketch" chart (RI 3.2).

**Step 2: Timeline Analysis** Help students describe the relationship between the series of historical events that have been added to the timeline. Use language that pertains to time, sequence, and cause/effect (RI 3.3).

## **Assessment**

The supporting questions provide a framework for the evaluation of the lesson.

- Determine the **main idea** of the bio-sketches; recount the **key details**; and, explain how the details support the main idea.
- Selected students make an **event card** to add to the Local Community Timeline.
- **Summarize** the information about each bio-sketch for the "Bio-Sketch" chart.

## Lesson 3: Land Use

### Supporting Question

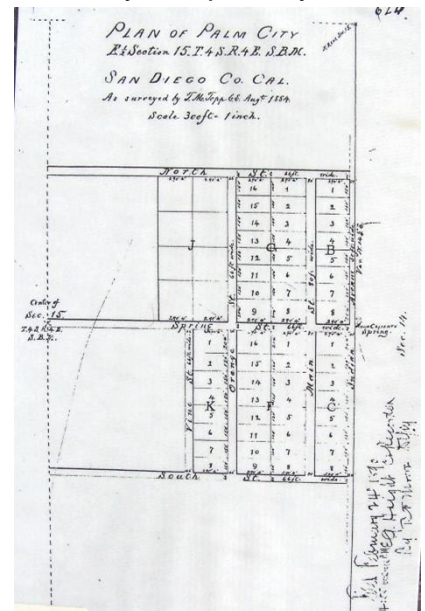
- How has our community changed over time, drawing upon primary source documents such as maps, advertisements and interviews?

### Activity # 1 Reading Maps

Materials needed: For each group of students, a copy of an **early map** of your community and copies of a **present-day map** of the community (available from the Chamber of Commerce).

**Step 1: Reading an Old Map** Explain that this early map of our community is a primary source document. Have students use a magnifying glass to study the early map of your community. Ask questions such as:

- What type of document is this? (map) What is the title of this map?
- What is the date of the map? How many years ago is that?
- What are the names of some of the streets? How do you think the streets got their names?
- What is the scale shown on the map?
- Are any streets of today on the map? Have any of the street names been changed?
- What do you notice about the way the land is used? Can you identify areas devoted to residential, industrial, business, farming, or public use? How can you tell? Draw inferences about the population and land use of the community.



Survey Map, Palm City, dated 1884

**Step 2: Present-day map of our community** Distribute copies of a present-day map of your local community (available from the Chamber of Commerce).

Provide time for students to “read” the map, using magnifying glasses, if available. Ask questions such as:

- What is the date of this map? What has changed on the present-day map as compared to the earlier map?
- Make a list of some of the streets that are the same on both maps.
- What are some names of the new streets on the present-day map? How do you think the new streets got their name?
- Why do some things change over time and some things stay the same?

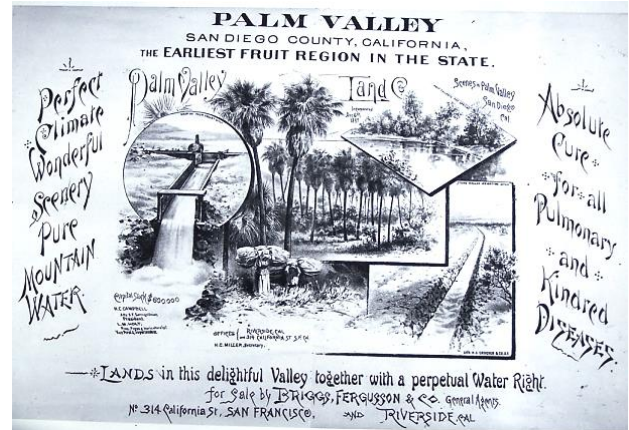
## Activity #2 Written Document Analysis

Materials needed: For each student or group of students, a copy of an early advertisement or brochure for your community and a copy of **Analysis of a Primary Source – a Written Document (Handout #3.1, page 24)**. It is helpful to use a document camera to display the advertisement.

**Step 1: Study the Advertisement** Provide time for the students to study the document. Discuss the sales techniques that were used to attract settlers. Which of these are still selling features today?

**Step 2: Analysis of a Primary Source Document** To each student or group of students, distribute a copy of Handout #3.1, page 24.

Provide time for students to review the questions on the worksheet.



*Sample of an early advertisement*

- What type of document is it? (advertisement)
- What is the date of the document? Who is the author (or creator) of the document?
- Why do you think the document was written?
- Who do you think is the audience for the document?
- What are three things in the advertisement you think are important? Why?
- Can any similar documents (advertisements) be found today? Where?
- Write a question to the author that is left unanswered by the document.

Although this is not a formal assessment, it is helpful to review the following rubric for the analysis of a primary source.

| INDICATORS                          | ADVANCED  | PROFICIENT  | BASIC   | BELOW BASIC  |
|-------------------------------------|---|---|---|--|
| <b>ANALYSIS OF A PRIMARY SOURCE</b> | Student has good insight into the time period, people, objects, or events shown as demonstrated in the detailed analysis given. | Student has some insight into the time period, people, objects, or events shown as demonstrated in the detailed analysis given. | Student has limited insight into the time period, people, objects, or events shown as demonstrated in the analysis given. | Student has little or no insight into the time period, people, objects, or events shown and provides limited or no analysis. |

## Activity # 3 Letter Writing – an Opinion Piece Supporting a Point of View

Assign students the following writing prompt. To write their letters, students should use key details presented in the primary documents reviewed so far in this unit (W3.1).

*You are an early settler living in our community. The year is \_\_\_\_\_. Write a letter to a friend to encourage your friend to move to our community. Give at least three reasons why your friend should move to our community. Use a personal letter format with date, salutation, body, closing and signature. Use linking words, e.g., because, therefore, since, for example, to connect the reasons.*

## Activity # 4 Interview a Long-Term Resident of Our Community

**Materials needed:** For each student, duplicate a copy of **Interview a Long-Term Resident (Handout #3.2, page 25)** and **Tips for Conducting an Interview (Handout #3.3, page 26)**.

**Step 1: What is a Primary Source?** Review with students that *primary sources provide first-hand information*. Primary sources for studying our community can include maps, photographs, advertisements, oral histories, newspapers and other sources. Primary sources can be found at places such as the public library and at the local historical societies and museums. In this lesson students have already investigated their local history by looking at some primary sources, including maps and advertisements. In this activity, students will speak with community members to find out more about the history of their community.

Interviewing a long-time resident to ask questions is a good way to learn details about the history of a community. Before your students interview an older resident, have them do a practice interview. Invite to the classroom several older citizens who have lived in the community for a long time (SL 3.3).

Using Handout #3.2, page 25, have students record the visitor's responses on the interview sheet as the teacher records the responses on a copy of Handout #3.2 that is displayed with a document camera, or on chart paper.

Refer to Tips for Conducting an Interview (Handout #3.3, page 26) for additional directions for setting up an interview, planning the interview, and actions to take during the interview and after the interview. Provide several days for students to conduct their interviews. Have students share the responses on their questionnaires as they are completed.

Handout #3.2

### Interview an Older Resident of Our Community

Below is a suggested list of questions to help you learn about the past. Summarize the answers in the space provided. Read your summary to the person interviewed to make sure it is accurate.

Interviewer: Jadelle  
 Date: 12/16/2015  
 Person Interviewed: Mrs. Lake

| Interview Questions   | Record the Answers Here  |
|---|--|
| When were you born?<br>Where were you born?   | Sept 18, 1952<br>Madras, Oregon  |
| What big events do you remember? Have you ever met a famous person? Who?  | Dale Festival<br>Pamela Sisk<br>Bob Hope                                       |
| What did the area look like when you were growing up?   | lots of sand<br>Dune Buggies   |
| What was it like to live in this community years ago? What did people here do for fun when you were a child? What community festivals, parades, or activities were available when you were young? | Quiet in summer<br>Played in desert  |
| What did your parents do to earn a living? Where did you go to school? What was your first job?   | Dad in construction<br>Mom a housewife<br>School at Girl's<br>Dental assistant |
| What businesses started or closed down since you have lived here?   | Palm Canyon stores closed  |
| Thinking back to your childhood, what buildings do you remember most?   | Frances Stevens<br>School<br>Spa Hotel   |
| In what ways has this community changed?  | MORE of a big city now   |

## Activity # 5 Family Project: A Scavenger Hunt of Our Community

**Materials needed:** For each student, duplicate a copy of **Family Project: A Scavenger Hunt of Our Community (Handout #3.4, page 27)**.

To gain a better understanding about what makes up our community, it is important for students to be aware of what is located in the community.

Provide parents with a copy of **Family Project: A Scavenger Hunt of Our Community (Handout #3.4, page 27)**. Parents are asked to take their child on a “car trip” or a “walking trip” to **visit at least five different locations** within the community. Students complete the handout by writing in the name of the location and its address. If possible, encourage students to take a close-up photograph of each location he/she visits and bring it to share with the class.

After the homework is returned, display photographs of the various places in the community visited during the scavenger hunt. Read aloud the clues and have the students identify the photograph that depicts the place (e.g. “Which photo shows a post office?”).

**(Optional, but encouraged!) Visit Special Places** - Encourage each student to choose a place to visit in the community, such as a historical society or a museum. Students should report back using **A Place to Visit (Handout #3.5, page 28)**

Teacher Note: This is a good time for a class field trip to a local museum or an historic site. If this is not possible, you may view a video of the local area.

### Assessment

The assessment of this lesson is integrated with the instruction and occurs throughout the unit. The supporting question provides a framework for the evaluation of the lesson.

- **“Read” maps**, including an early map of the community and a present-day map of the community (Activity #1).
- **Analyze written documents**, including an early advertisement or brochure for the local community (Activity #2).
- **Write an opinion piece (personal letter)** from an early settler in the community to a friend. In the letter, try to persuade the friend to move to the community, supporting your point of view with reasons. (Activity #3).
- **Conduct an interview of a long-term resident of our community**. Pose questions to that resident that will reveal information about life growing up in the area and the changes that have taken place (Activity #4).
- **Family Project: A Scavenger Hunt of Our Community** (Activity #5).
- **(Optional) Visit a museum or historical society** (Activity #5).

Handout #3.1

## **Analysis of a Primary Source – A Written Document**

Using the primary source document provided by your teacher, analyze it to demonstrate your insight into the time period, the people and the event shown.

What type of a document is it?

What is the date of the document?

Who is the author (or creator) of the document?

Who do you think is the audience for the document?

Why do you think this document was written?

What are three things in the document you think are important? Why?

Can any similar documents be found today? Where?

Write a question to the author that is left unanswered by the document.

Name \_\_\_\_\_

Date \_\_\_\_\_



## Handout #3.2 Interview a Long-Term Resident of Our Community

Below is a suggested list of questions to help you learn about the past. Summarize the answers in the space provided. Read your summary to the person interviewed to make sure it is accurate.

Interviewer's Name \_\_\_\_\_ Date of the Interview \_\_\_\_\_

Name of the Person Interviewed \_\_\_\_\_

| Interview Questions  | Record the Answers Here |
|--|-------------------------|
| When were you born?<br>Where were you born?                                      |                         |
| What was it like to live in our community years ago? What did people do for fun? |                         |
| What big events do you remember? Were there any festivals or parades?            |                         |
| What did your parents do to earn a living?                                       |                         |
| Where did you go to school? What was your first job?                             |                         |
| What businesses have opened or closed since you have lived here?                 |                         |
| Thinking back to your childhood, what do you remember most?                      |                         |
| In what ways has the community changed? How has it stayed the same?              |                         |

## Tips for Conducting an Interview

### Set up the interview.

- Write, call or email the person.
- Tell the person who you are and why you would like to conduct an interview.
- Ask the person to set a convenient time and place for you to meet.

### Prepare for the interview

- Gather basic information: the person's name, where or when he or she was born; and how long he or she has lived in the community.
- Use the form, Interview a Long-Term Resident of Our Community (Handout #3.2) or make your own list of questions. Try to think of questions that will lead to interesting answers. Here are some extra ones to get you started.
  - What was your neighborhood like?
  - Do you remember any storms, earthquakes or fires? What was it like?
  - What was your school like?
  - How did you stay cool in the summer? Warm in the winter?

### During the interview

- Listen carefully.
- Make eye contact.
- Look interested.
- Do not interrupt the person.
- Take notes as you talk with the person.
- If you want to use a tape recorder or video recorder, ask the person first.
- Read back or review with the person all the answers you have recorded. In that way you make sure that your answers are accurate and acceptable to your guest. It may lead to even more complete answers or new information.
- During the review of your notes, you may add extra questions.
- And, have fun.

### After the Interview

- Before you leave, thank the person.
- Follow-up by writing a thank-you note or making a thank-you telephone call.

Handout #3.4 **Family Project: A Scavenger Hunt of Our Community**

To complete the Scavenger Hunt, please take your child on a “car trip” or a “walking trip” to **at least five of the places listed below**, record the name and address, and, if possible, please take a close-up **photograph**.

**Find a fire station.**

Which one did you choose? \_\_\_\_\_

Where is it? (address) \_\_\_\_\_

**Find a park.**

Which one did you choose? \_\_\_\_\_

Where is it? (address) \_\_\_\_\_

**Find a library.**

Which one did you choose? \_\_\_\_\_

Where is it? (address) \_\_\_\_\_

**Find a grocery store.**

Which one did you choose? \_\_\_\_\_

Where is it? (address) \_\_\_\_\_

**Find City Hall.**

Where is it? (address) \_\_\_\_\_

**Find a church, synagogue or mosque**

Which one did you choose? \_\_\_\_\_

Where is it? (address) \_\_\_\_\_

**Find a post office.**

Which one did you choose? \_\_\_\_\_

Where is it? (address) \_\_\_\_\_

**Find a location of your choice.**

Which one did you choose? \_\_\_\_\_

Where is it? (address) \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

## A Place to Visit

Choose a place to visit in the local community (e.g., a museum or a historical society).  
Report back with the following information:

Name of place visited: \_\_\_\_\_

Date and time of visit: \_\_\_\_\_

What I saw on my visit: \_\_\_\_\_

---

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---

Why I think others should visit this place: \_\_\_\_\_

---

---

---

---

Other places I would like to visit someday (and why): \_\_\_\_\_

---

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

## Lesson 4: Change Over Time - New Businesses and Services

### Supporting Questions:

- How has our community changed over time? Why do some things change and some things stay the same?
- What economies were established by the settlers and what influence do these economies have on the present-day economy?
- What key businesses and services exist in our community and how have these changed over time?

To prepare for Activities #1 and #2, locate photographs of early street scenes and businesses in the local community from long ago and take photographs of the exact same location today. Have one photograph for each student or each pair of students. **Mount each photograph on colored construction paper, using the same color of paper for the same location both “then” and “now” and a different color for each location.** Write a caption identifying each photograph and mount it on the back of the photo. Laminate the photographs, if possible.

### Activity #1 How to “Read” a Primary Source Document – a Photograph

Materials needed: Select a “Then” photograph, preferably a street scene. For each student, a copy of the **Analysis of a Primary Source – a Photograph (Handout #4.1, page 33)**; a document camera or computer to display the photograph

**Step 1: “Then” Photo** Use a document camera to display one of the “Then” photographs.

As the students analyze the photograph, ask questions such as:

- What do you see in the photograph? (people; objects such as buildings, cars, words; events; geographic features)
- What is the setting of the photograph? (What location is pictured?)
- Do you see anything in the photograph you would not see today? (RI 3.7)

**Step 2: Analysis of a Photograph** Model how to record information about the photograph on a copy of the Analysis of a Primary Source – a Photograph (Handout #4.1, page 33).

### Activity #2 Our Community “Then” and “Now” Photographs

Materials needed: Set of *Then and Now* photographs of the local community, as described above. For each pair of students, duplicate a copy of **Analysis of a Primary Source – a Photograph (Handout #4.1, page 33)**.

**Step 1: “Then” and “Now” Photographs** Distribute a different “Then” or “Now” photograph to each student or pair of students. Provide time for students to independently look at their photograph. As the students analyze their photograph, encourage them to look for the following:

- What do you see in the photograph? (people, objects, buildings, cars, words, geographic features)
- What is the setting of the photograph? (What location is pictured?)
- Do you see anything in the photograph you would not see today? (RI 3.7)

**Step 2: Analyze a Primary Source Photograph** Distribute a copy of the Analysis of a Primary Source – a Photograph (Handout #4.1, page 33) and have each student or pair of students complete it using his/her photograph. Provide guidance as needed (RI 3.7).

**Step 3: Line Up – “Then” or “Now”** Ask students to line up on one side of the classroom if they think their photograph was taken long ago [this side is called “Then”] or on the other side of the classroom if they think their photograph was taken recently [this side is called “Now”]. Students hold their photograph so others in the class can see it. Have each student explain why he or she chose to stand on the side of “Then” or “Now.”

**Step 4: Find Your Partner** Tell each student in the “Then” line that he or she has a partner in the “Now” line. Look for the person who has a photograph mounted on the same color construction paper. Once you have found that person, the two of you will become partners. Choose a location in the classroom to sit together and analyze your two photographs.

**Step 5: Some Things Change and Some Things Stay the Same** After students have had time to study their photographs, help them analyze how the present is connected to the past and how some things change and some things stay the same.

- What are some things that are similar in your photographs? Look at the natural landscape, the streets, and the buildings. What things have stayed the same?
- What are some things that are different in your photographs? Look at the natural landscape, the streets, and the buildings. What things have changed?
- What do the photographs reveal about businesses in our community?
- What do the photographs reveal about transportation in our community?
- Why do you think the photograph was taken?
- Why do some things change over time and some things stay the same?

**Step 6: Photo Analysis** Distribute to each student a different “Then” or “Now” photograph and a copy of the Analysis of a Primary Source – a Photograph (Handout #4.1, page 33). Have students analyze their photograph and complete Handout #4.1. Refer to the rubric listed on the next page (RI 3.7).

## Analysis of a Primary Source – a Photograph

| INDICATORS                                       | ADVANCED  | PROFICIENT  | BASIC   | BELOW BASIC  |
|--|---|---|---|--|
| <b>ANALYSIS OF A PRIMARY SOURCE</b>              | Student has good insight into the time period, people, objects, or events shown as demonstrated in the detailed analysis given. | Student has some insight into the time period, people, objects, or events shown as demonstrated in the detailed analysis given. | Student has limited insight into the time period, people, objects, or events shown as demonstrated in the analysis given. | Student has little or no insight into the time period, people, objects, or events shown and provides limited or no analysis. |
| <b>SUPPORTS THE TOPIC WITH ACCURATE EXAMPLES</b> | Student supports the topic with insightful historical and/or geographic examples.   | Student supports the topic with several historical and/or geographic accurate examples.   | Student supports the topic with limited historical and/or geographic examples.  | Student has few or no historical and/or geographic examples.   |

### Activity # 3 Businesses Change Over Time

Materials needed: For each student, a copy of the bio-sketches for local business leaders, including commercial, manufacturing, agriculture, etc..

**Step 1: Businesses in Our Community** Explain that a community is made up of many kinds of businesses. As a community grows, the businesses can change. When jobs are available in a certain place, people tend to move there; when jobs are not available, people leave. Sometimes the population of a community changes because of the availability of jobs.

- What types of businesses are located in our community?
- Can you name any new businesses in our community?
- In what ways do you think businesses have created changes in our community?

**Step 2: Entrepreneur** Introduce the vocabulary word *entrepreneur* as someone who starts and runs a business (RI 3.4). Provide students with some background information about some of the first businesses in the community.

**Step 3: Reading Assignment** Read the bio-sketches related to community business leaders. Read the timeline entries. Discuss their accomplishments and the dates.

- Read the bio-sketches. Help students determine the main idea of the text; recount the key details; and, explain how the details support the main idea. Ask questions to help students demonstrate their understanding of the text (RI 3.1, RI 3.2).
- Role Play: Select a student to read each bio-sketch and to make an event card to add to the Timeline of Our Community’s History (SL 3.4).
- Summarization Skill: Have students summarize the information about the bio-sketch and add this to the “Bio-Sketch” chart (RI 3.2).

## Activity # 4 More People Bring New Services, More Services Bring New People

Materials needed: A copy for each student of the bio-sketches for people who established new services for the community.

**Step 1: New Services** Discuss all the types of services that can be found in a community. These may include the newspaper, schools, banks, medical services, hospitals, electrical service, water service, hair salon, etc... When new people move to an area, new **services** often follow them. Sometimes new services become available which encourages people to move to the community.

Ask students why the availability of new services, such as having a doctor, a newspaper, a bank and electrical service, might encourage people to move to a community.

**Step 2: Reading Assignment** Read the bio-sketches for residents who established services for the community. Using guided reading, determine the main idea of the text; recount the key details; and, explain how the details support the main idea (RI 3.1, RI 3.2). Select a student to play the part of each bio-sketch and make an event card to add to the Timeline of Our Community's History (SL 3.4). Summarize the information for each bio-sketch and this to the Bio-Sketch Chart (RI 3.2).

## Activity # 5 New Cities Incorporate and Grow

Materials needed: A copy for each student of the bio-sketches for people who have played a role in the government of the community, from incorporation to today.

Provide information about the incorporation of your community. Read the bio-sketches for residents who worked to incorporate your community and persons who have played a key role in governing the community (RI 3.1). Help students determine the main idea of the text (RI 3.2). Select a student to play the part of each bio-sketch and make an event card to add to the Timeline of Our Community's History (SL 3.4). Summarize the information about each bio-sketch and add this to the Bio-Sketch Chart (RI 3.2).

**Assessment:** The assessment of this lesson is integrated with the instruction and occurs throughout the lesson. The supporting questions provide a framework for the evaluation of the lesson.

- Using a “**Then**” or “**Now**” **photograph** of the local community, complete the worksheet Analysis of a Primary Source – a Photograph (Activity #1 and #2).
- Read bio-sketches for significant people in local businesses, services, and government; **summarize** the material on the Bio-Sketch Chart (Activity #3 - #5).
- Selected students read their character's bio-sketch and **make event cards** for the timeline (Activity #3 - #5).



# Analysis of a Primary Source – a Photograph

## Step 1. Observation

A. Study the photograph for a few minutes. Form an overall impression of the photograph. Next, divide the photograph into quadrants and study each section to see what new details you can find.

B. Use the lines below to list the people, objects and the events you can see in the photograph.

**PEOPLE, OBJECTS, and/or EVENTS** (What is happening in the photograph?)

|       |       |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

## Step 2. Identify the work

Does the photograph show a specific setting or geographic location? Explain. \_\_\_\_\_

\_\_\_\_\_

List two things the photograph tells you about life during the time period it was taken?

\_\_\_\_\_

\_\_\_\_\_

Do you see anything in the photograph you would not see today? \_\_\_\_\_

\_\_\_\_\_

When do you think the photograph was taken? Explain. \_\_\_\_\_

\_\_\_\_\_

Why do you think the photographer took the photograph? \_\_\_\_\_

\_\_\_\_\_

## Step 3. Inference

Based on what you have observed above, list three things about the photo you think are important. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Step 4. Questions

Write a question you would like to ask the photographer about the photograph.

\_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

## Lesson 5: The Growth and Development Continues

### Supporting Questions

- What individuals have contributed to the recent growth and development of the local community?
- What role has tourism played in the growth and development of the community?

### Activity #1 Make a Scrapbook

Materials needed: For each group, a copy of a bio-sketch for an individual who has contributed to the recent growth and development of the community; computer access for further research and to locate photographs of the bio-sketch. For each student, a copy of **Make a Scrapbook – a Group Project (Handout #5.1, page 38)** For the scrapbook, construction paper, crayons, markers, glue and scissors.

**Step 1: Growth and Development** Divide the students into groups, one for each of the bio-sketches who contributed to the recent growth and development of your community. Distribute to each group a copy of their bio-sketch. Provide time for students to read their bio-sketch together. Then, using print or digital sources, have students research their bio-sketch and compare and contrast the most important points presented in at least two sources on the same topic (RI 3.9). They should summarize the information, add it to the Bio-Sketch Chart, and write an event card for the Timeline of Our Community’s History (RI 3.2).

**Step 2: Introduce the scrapbook prompt** Explain to students that they will work in their group to read their bio-sketch. Then, using print and digital sources, they will research the bio-sketch. Compare and contrast the most important points presented in at least two sources about your bio-sketch as you determine what to include on your scrapbook page or pages that he/her may have developed (RI 3.9). For each item in their scrapbook, use descriptive details to write a brief narrative to explain the imagined experience (W.3.3).

Prompt: Working in a group, construct a page or pages of a scrapbook that could belong to your bio-sketch. Include a photograph of the person and pictures or drawings of two or three “artifacts” or primary sources that might be found in his/her scrap book. Use descriptive details to write a brief narrative to explain the imagined experience. The scrapbook pages should show why the person is significant to the growth and development of our community.

**Step 3: Evaluate the Scrapbooks** Have each group orally share their scrapbook page or pages. Classmates should have a copy of the bio-sketch of the person featured in each scrapbook page so they may ask questions following the presentation (RI 3.1).

Using the rubric included on Handout #5.1 (page 38), students help the teacher orally evaluate each group’s scrapbook page according to whether the content is historically accurate and is supported with accurate examples. Add other evaluation criteria as desired.

## Activity #2 Tourism

Materials needed: Copies of various “rack cards” advertising attractions, special events and shopping in the local community (found in the lobby of local hotels); copies of free publications with advertisements for local attractions found at restaurants and hotels; copies of a section of the newspaper that advertises special events, Chamber of Commerce resources, etc.; a variety of art materials to create tourism brochures for the community.

**Step 1: Tourism in Our Local Community** As an area grows, each community develops its own identity and offers its own tourist attractions. Share information about the tourism industry in the local community and/or nearby communities.

**Step 2: Rack Cards** Share “rack cards” and advertising brochures. Develop a list of the attractions, special events, and shopping available for visitors and local residents. Discuss the characteristics of an effective advertising brochure. Have students compare and contrast the layout and the variety of information contained within the brochures.

**Step 3: Community Travel Brochure** Students create a Community Travel Brochure to inform tourists about the available attractions, special events and/or shopping opportunities. This project may be done as an individual project, in pairs, or as a group project. Each brochure should highlight a different attraction. Students may add photographs they have taken or photos from “rack cards” and magazines.

On their travel brochure, students need to write brief informative/explanatory text to explain the topic and convey information clearly (W 3.2).

As an option, have students develop a new tourist attraction, special event, or shopping opportunity of the future that they would like to see in the local community and design a travel brochure to attract tourists and local residents.

**Activity #3 Changes in Our Community** Using the information learned in Lessons 1 through 5, each student writes an informative/explanatory text with at least 5 sentences to examine the topic, “Changes in Our Community.” Requirements include:

- introduce the topic and group related information together,
- convey the information clearly with facts, details and supportive historical evidence,
- use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas,
- provide a concluding statement (W 3.2).

## Activity #4 The Living History Museum

The Living History Museum is the major culminating activity for this unit. Each student selects an historical figure from your local community’s history to portray at The Living History Museum. Students report on their topic and text with appropriate facts and relevant, descriptive details and “perform” their “living history” for family members, friends and interested members of the community (SL 3.4). Refer to page 8 and the next page for directions and further information about The Living History Museum.

## Student Preparation for The Living History Museum

1. Read the bio-sketch you have selected.
2. Make small note cards with a few words that you can refer to, if necessary, as you speak.
3. Review your notes to be sure you have the information you need.
4. Speak in the “first person” as if you are the person.
5. Include visuals such as props, artifacts or maps.
6. Practice your presentation out loud and if possible, in front of someone else.
7. Be sure to speak clearly and loudly.
8. Keep your listeners interested by using facial expressions and hand movements.
9. Do not put your hands in your pockets while speaking.
10. Look at your audience while you speak, even if you are holding a prop.



**Prompt:** Select an historical figure from the local community’s history to portray at the Living History Museum. Read the bio-sketch and plan a simple oral presentation. The oral presentation should include:

- the person’s name
- important dates in his/her life
- his/her contributions to the community’s history
- any other historic information about the person’s life.

**Hint:** Be sure to speak in the first person as if you are the person.

## The Living History Museum

Report on a topic or text with appropriate facts and relevant, descriptive details (SL 3.4).

| INDICATORS                                       | ADVANCED  | PROFICIENT  | BASIC  | BELOW BASIC  |
|--|---|---|--|--|
| <b>SUPPORTS THE TOPIC WITH ACCURATE EXAMPLES</b> | Student supports the topic with insightful historical and/or geographic examples. | Student supports the topic with several historical and/or geographic accurate examples. | Student supports the topic with limited historical and/or geographic examples. | Student has few or no historical and/or geographic examples. |

|   |   |   |   |   |
|---|---|---|---|---|
| <b>KNOWLEDGE OF HISTORICALLY ACCURATE CONTENT</b> | Student demonstrates an in-depth understanding of the historical content; all main ideas are supported by facts with no obvious inaccurate facts; contains substantial supportive evidence. | Student demonstrates a clear understanding of the historical content; most main ideas are supported by facts; contains no obvious inaccurate facts; has significant evidence. | Student demonstrates a limited understanding of the historical content; few main ideas are supported by facts; no obvious inaccurate facts; would be improved with more evidence. | Student demonstrates a little understanding of the historical content; main ideas are not supported by facts; facts may be inaccurate; lacks supportive evidence. |
|---|---|---|---|---|

**Assessment:** The assessment of this lesson is integrated with the instruction and occurs throughout the lesson. The supporting questions form a framework for the evaluation of the lesson.

- Read the bio-sketches assigned to their group and help **summarize** the material read on the Bio-Sketch Chart. Selected students make an **event card** to be added to the Timeline of Our Community’s History (Activity #1).
- Work in a group to **create a scrapbook page** that could belong to your group’s bio-sketch. The scrapbook should show why the person is significant to the growth and development of the community. Include a photograph of the person and pictures or drawings of two or three “artifacts” or primary sources that might be found in the scrapbook. Each item in the scrapbook should include descriptive details in a brief narrative that explains the imagined experience (Activity #1).
- Present your group’s scrapbook page/s and **answer classmate’s questions** (Activity #1).
- Work as a group to **develop a list of the attractions, special events, and shopping** available for visitors and local residents (Activity #2).
- Develop an **advertisement brochure** for the community or your own **future attraction** for the community (Activity #2).
- Using the information from Lessons 1 to 5, **write an informative/explanatory paragraph** with at least 5 sentences that explains the changes in the community over time (Activity #3).
- **Select an historical figure from the community’s history to portray** at the Living History Museum (Activity #4).

## Make a Scrapbook - a Group Project

In your group, read your bio-sketch together. Then, using print or digital sources, research your bio-sketch. Compare and contrast the most important points presented in at least two sources about your bio-sketch as you determine what to include on your scrapbook page or pages.

Prompt: Working in a group, construct a page or pages of a scrapbook that could belong to your bio-sketch. Include a photograph of the person and pictures or drawings of two or three “artifacts” or primary sources that might be found in his/her scrapbook. Use descriptive details to write a brief narrative to explain the imagined experience. The scrapbook pages should show why the person is significant to the growth and development of our community.

| INDICATORS  | ADVANCED  | PROFICIENT  | BASIC   | BELOW BASIC   |
|---|---|---|---|---|
| <b>KNOWLEDGE OF HISTORICALLY ACCURATE CONTENT</b> | Student demonstrates an in-depth understanding of the historical content; all main ideas are supported by facts with no obvious inaccurate facts; contains substantial supportive evidence. | Student demonstrates a clear understanding of the historical content; most main ideas are supported by facts; contains no obvious inaccurate facts; has significant evidence. | Student demonstrates a limited understanding of the historical content; few main ideas are supported by facts; no obvious inaccurate facts; would be improved with more evidence. | Student demonstrates little understanding of the historical content; main ideas are not supported by facts; facts may be inaccurate; lacks supportive evidence. |
| <b>SUPPORTS THE TOPIC WITH ACCURATE EXAMPLES</b>  | Student supports the topic with insightful historical and/or geographic examples.   | Student supports the topic with several historical and/or geographic accurate examples.   | Student supports the topic with limited historical and/or geographic examples.  | Student has few or no historical and/or geographic examples.  |

## Lesson 6: Timeline of Our Community's History

### Supporting Question

- What are the key events in the history of our community?

### Activity # 1 An Imaginary Tea Party

Materials needed: Duplicate a copy of the **Timeline of Our Community's History**. Cut the timeline into strips. Use only the strips that include a date, name and event. Put all strips into a container. Have a plastic teacup for each student to hold during the imaginary tea party; dress-up clothes such as hats for the girls and a hat and tie for the boys, if available.



**Step 1: Preparation for the Tea Party** Ask students if they have ever been to a tea party. Explain that at a tea party, each guest's behavior is "ever so proper." Guests move about the room speaking with different guests. Conversations are brief as guests want to move about and speak with as many of the other guests as possible. Frequently heard conversations often begin with, "Daahling, did you know that...." Some guests are known to hold up their right pinky finger as they sip their imaginary tea and move about the room! Consider having students dress for the tea party by wearing special "dress-up" clothes and hats.

**Step 2: Tea Party** Each student chooses a "date/name/event" strip from the container. Students carefully read their card and practice saying the information about themselves, including their name, an appropriate date and an event in which he/she participated.

Begin the tea party. As the students move slowly about the room, each one stops to visit with



another guest. He/she shares his/her name and an event and then moves on to another guest. Students should act very "prim and proper" as they share their event with "emotional enthusiasm".

The "tea party" strategy is a fun way for students to share a large number of facts about significant people in the history of the community. Students are not expected to memorize all the events and dates.

## Activity # 2 Newspaper Headlines

Share some newspaper headlines with the students. Discuss their format. Working in pairs or small groups, students write a catchy headline for events on the **Timeline of Our Community's History**.

## Activity # 3 Writing News Stories

Divide the class into 8 to 10 groups. Assign each group one of the key events featured on the **Timeline of Our Community's History**. Groups, or individual students, may then develop a series of news stories about ONE event using each of the formats listed below:

- a descriptive story about the event, including who, what, when, where and why (W 3.2)
- an “imaginary” interview of a person involved with the event (include imaginary quotations) (W 3.3).
- an advice column suggesting a solution to a challenge related to the event (W 3.3).
- an editorial or a *Letter to the Editor* about the event (W 3.1).

Assemble the articles into a newspaper for each group. Let the group determine the name of their newspaper, the date of the issue, and the design for the paper's masthead.

## Activity #4 A Timeline of Our Community's History

Materials needed: copies of **Timeline of Our Community's History - Individual Project (Handout #5.1, page 41)** or **3-D Chronological Timeline - Group Project (Handout #5.2, pages 42)**.

Students work individually or in a group to create a timeline of the local community's history for the 19<sup>th</sup>, 20<sup>th</sup> or 21<sup>st</sup> century. Use at least 5 dates for the timeline. Write text to convey information clearly about each event (W 3.2). Refer to the specific directions and the rubric on pages 41 and 42.

**Assessment:** The assessment of this lesson is integrated with the instruction and occurs throughout the lesson. The supporting questions form a framework for the evaluation of the lesson.

- Select a **person to portray at a Tea Party**.
- Write a **catchy headline** for events on the Timeline of Our Community's History.
- Work in a group to **develop a series of news stories about ONE event** on the community timeline.
- Work individually or in a group to **create a timeline** of the local community's history for the 19<sup>th</sup>, 20<sup>th</sup> or 21<sup>st</sup> century using **at least 5 dates** for the timeline. Write text to **convey information clearly about each event**



## Timeline of Our Community's History - Individual Project

Prompt: Construct a timeline of our community's history for the 19<sup>th</sup>, 20<sup>th</sup> or 21<sup>st</sup> century. Divide the dates on the timeline into decades. On the timeline, accurately place in chronological order at least five key events or people and write text to convey information clearly about each event and why it is important to the community's history.

| INDICATORS  | ADVANCED  | PROFICIENT   | BASIC  | BELOW BASIC   |
|---|---|--|--|---|
| <b>KNOWLEDGE OF HISTORICALLY ACCURATE CONTENT</b>             | Student demonstrates an in-depth understanding of the historical content; all main ideas are supported by facts with no obvious inaccurate facts; contains substantial supportive evidence. | Student demonstrates a clear understanding of the historical content; all main ideas are supported by facts; contains no obvious inaccurate facts; has significant evidence. | Student demonstrates a limited understanding of the historical content; most main ideas are supported by facts, no obvious inaccurate facts; would be improved with more evidence. | Student demonstrates little understanding of the historical content; facts may be inaccurate; lacks supportive evidence.  |
| <b>KNOWLEDGE OF CHRONOLOGICAL THINKING</b>                    | Student correctly places key events and/or people of the historical era they are studying into a chronological sequence and/or interprets timelines.  | Student correctly places key events and/or people of the historical era they are studying into a chronological sequence and/or interprets timelines.                         | Student correctly places a few key events and/or people of the historical era they are studying into a chronological sequence and/or provides limited interpretation of timelines. | Student fails to correctly place key events and/or people of the historical era they are studying into a chronological sequence and/or provides no interpretation of timelines. |
| <b>SUPPORTS THE TOPIC WITH ACCURATE EXAMPLES</b>              | Student supports the topic with insightful historical and/or geographic examples.   | Student supports the topic with several historical and/or geographic accurate examples.  | Student supports the topic with limited historical and/or geographic examples.   | Student has few or no historical and/or geographic examples.  |
| <b>HISTORICAL INTERPRETATION AND ANALYSIS OF SIGNIFICANCE</b> | Student shows an in-depth understanding of the significance of the topic in history; has a clear conclusion with historical evidence; links the topic to today.                             | Student shows the significance of the topic in history; concludes with adequate historical evidence; links the topic to today.   | Student shows the significance of the topic in history; concludes with some historical evidence; attempts to link the topic to today.  | Student makes no statement or suggestion that the topic is significant; uses vague or no evidence; fails to link the topic to today.  |

## A 3-D Timeline of Our Community's History - Group Project

**Prompt:** Working in a group of 5, construct a 3-D timeline for either the 19<sup>th</sup>, 20<sup>th</sup> or 21<sup>st</sup> century of our community's history. Divide the dates on the timeline into decades. As a group, decide upon at least five events or people to show on your 3-D timeline. Use art materials and realia to build three-dimensional models to illustrate the events. Write text to convey information clearly about each event. As your group presents their timeline to the class, explain why the events or people shown are significant to the history of our community.

**TASK:** Work in groups of five to construct a 3-D timeline of at least five historic events listed on the **Timeline of Our Community's History**. Use the rubric provided on page 41.

- Select a chairperson to keep track of the step-by-step progress of your group.
- Review the events recorded on the Timeline of Our Community's History.
- Select five historic events for the timeline, i.e., 1909, 1938, 1952, 1960 and 1965.
- Create a title for your 3-D Timeline, i.e., Turning Points in Our Community's History.
- Determine the time intervals for your timeline, i.e., decades from 1900 to 1990.
- On a large sheet of butcher paper, use a ruler to create a proportional timeline, i.e.,

---

1900 1910 1920 1930 1940 1950 1960 1970 1980 1990

- Construct a label (sign) for each event. On each label, include the name of the event with its date and convey information clearly about each event.
- Determine where to place each label on the timeline.
- Research information about each event.
  - Include 2 to 3 facts per event.
  - Include the names of key people involved with each event.
  - Write text to convey information clearly about each event. Use a separate sheet of paper to be displayed with your 3-D models.
  - For each event, explain what impact it has had on the history of our community.
- Use a variety of art materials (i.e., construction paper, paint, scissors and glue) to construct a 3-dimensional model to illustrate each event. Be creative.
- Display your 3-D models on the timeline or on a table beneath the time line.
- As your group presents its timeline, be prepared to explain how the events depicted had an impact on the history of our community.

## Extended Activities for the Study of Our Community's History

Develop a **Welcome to Our Community** kit that includes interesting facts and information about people and events important to the development of the community. Describe local historic sites and places of interest (W 3.2).

Construct a **Map of the Community** that includes a title, the cartographer's name, a map key, at least four major streets, a mode of transportation other than roads, four major businesses, points of interest, and one educational institution.

**Exhibit.** Make a photographic and pictorial exhibit of the local community for display at your school or for placement at city hall. Choose items that highlight historic homes, churches, businesses, government buildings and general styles of architecture.

**Research the Names of Streets in Our Community.** Develop with students appropriate categories that reflect street names, e.g., trees (Maple, Walnut); people's names (Lincoln, Martin Luther King, Jr.); foreign words (Verde, Amigo); numbers (32<sup>nd</sup> Street), etc... Once categories are established, display these on a chart. Have students work in groups to study local street maps to collect a minimum of 5 street names per category. Combine all the students' charts into a single class chart. Using the class chart, ask the following questions:

- How many of the streets honor important people in United States history?
- How many streets honor people in our local community?
- What do street names tell us about the beliefs of the people of our community?
- Have any of the street names been changed recently? Why? When?

Plan a **Community Bus Trip** - Using a local bus service schedule, have students plan a bus trip in the community. After a route selection, have students trace their route on a local map and describe the selected route using cardinal directions.

Locate pictures of different **types of transportation** from different time periods. Arrange these into chronological order.

Using at least three sentences, write a "**compare and contrast**" paragraph that describes how the community has changed over time (W 3.2).

**Imaginative Narrative.** Write an imaginative story that has its basis founded on an old photograph of the community (W 3.3).

Research "**Our Community 100 Years Ago.**" Imagine what our community looked like 100 years ago. Illustrate or write about the old-time community. Use primary sources such as newspaper articles and personal recollections.

**Letter to the Past.** Write an informative letter to a child that may have lived in the community 100 years ago. In the letter, explain what changes have taken place over the past 100 years. Give specific examples. Illustrations may be included (W 3.2).

Create a **“History Day” celebration**. Have students present the projects that were developed during this unit. Invitations may be extended to the community as well as to students from other classrooms.

**Community Birthday Celebration.** Design a birthday celebration for the community. Use the following questions for planning purposes:

- What form should the celebration take? Should there be speakers?
- Where should the celebration take place? Is there a limit to the number of attendees?
- When should it take place?
- What special materials are required?

Make a **Community Quilt** (allow 2 weeks). Each student selects or collects a 5”x 5” square of fabric and, using permanent markers/felt tip pens, designs his/her square to illustrate something about the community. Allow a week for students to sew the squares together during class or request parent volunteers to complete the project.

**Murals.** Make a mural of Our Community Today and a mural of Our Community Long Ago.

Create a **PowerPoint or video about the local community**. Include interviews with community leaders and interesting sites in the community. Identify subtopics. In small teams, students write the dialogue for each identified subtopic. Include background music, such as Copeland’s “Our Town.” Include photographs and student reenactments where appropriate.

**Info-mercial.** For homework, instruct students to watch an info-mercial. Have students form small groups to write a script for an info-mercial about the benefits of working and living in the community. Have student cameramen videotape the info-mercials.

**Community Cookbook.** Students bring to class a recipe contributed by a family member or neighbor. Students classify the recipes into groups (e.g., main dish, salad, dessert, bread, and vegetable). Students put recipes in a book format. Students and a family member may prepare their recipe and share the final results at a “Community Food Fest.”

**Historic Rubbings.** Make a rubbing of a plaque on a building, a tombstone in a cemetery, or a landmark that shows something about the community’s history. Write a description of the rubbing. Explain what the rubbing tells about the community’s history (W 3.2).

**Photo Analysis of Architectural Changes.** Have students compare and contrast different types of homes in the community from the past up to the present, i.e., adobe; ranch-style; Spanish Colonial; Craftsman-Californian Bungalow; modernism buildings; and other styles found in your community. Order the pictures and place them on a timeline according to the decade they were built.

**Future Architecture Trends.** Students design a home of the future, incorporating features that will accommodate futuristic styles and functions.