



Local History Portfolio
Grade: K-12 (the detail and depth will vary by
grade)
Grade: 5-8

An integrated lesson plan covering the time period of two
weeks or more.

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Lesson-Planning Approach

Some learners perceive their “world” as a whole, where all things are interconnected and dependent upon each other. These “integrated” students face major challenges in coping with our dominant educational, social, and economic systems, which tend to present information in a linear fashion without the necessity of integration into meaningful context. Integrated students are at-risk of failing as they attempt to grasp information in ways that do not match their experience. Among large populations of at-risk students are many from Native American and similar cultures who do not regard their world as a sum of parts but as a blend of all that they experience.

This lesson plan does include some traditional, linear approaches to delivering information (checklists, rules, analysis, problem solving and organization). In addition to the traditional, linear delivery of information, this lesson plan also includes some of the following strategies, designed to appeal to at-risk students as they learn academic/life skills:

- ❖ Integration of technology
- ❖ Story telling/anecdotal information
- ❖ Non-competitive group and team work
- ❖ Performance-based assessment and rubrics
- ❖ Visual presentations and practice through technology and other means
- ❖ Project-based assignments that integrate family and community
- ❖ Activities appealing to multiple intelligences (Gardner)

Lesson Overview

During this lesson students will gather and plot information that is not easily available in written sources concerning items of history that are pertinent to them, their families and other local people.

Lesson Objectives

Students often feel that the study of history is boring and not pertinent to their lives. This lesson develops history beginning with the closest and most pertinent elements. From there it will be possible to superimpose elements from regional, state, national and international history and see the effects on the local happenings.

This lesson will also help to increase school-community relations, increase student respect for parents and community, and develop local values.

When students have completed this project they will have skills in

- Interviewing across generations
- Researching historical events
- Developing a timeline
- Resolving disagreements

As a result of this lesson, students will be able to:

- Interview individuals to determine historical events
- Put historical events on a timeline
- Research historical events from written documents
- Resolve conflicts that develop from field and other research
- Communicate effectively with other generations for a purpose
- Appreciate that national, international and regional events affect local activities
- Understand a numberline, including integers, fractions and decimals

State/National Standards (Complete as Appropriate)

State/National Standards (See list at end)

Math: Timelines, numberline, fractions, decimals, relative relationships.

Language Arts: Questioning strategies, research strategies, verbal and written reporting, utilizing visuals.

Social Studies: Interaction of events, delegation, resolving conflicting information, teamwork.

Websites

Pre-requisites

None

Required Materials

1. Butcher or chart paper for a large timeline
2. Interview notebooks

Handouts

Required Equipment/Technology

- Internet access
- MS Word for students

THE LESSON

Note: Students do not learn from what you do but from what you have them do.

What you say is less likely to be remembered than what they say. Ask questions, give few answers.

This more of an outline than a detailed set of instructions. Add your own ideas and personality to the lesson.

During this whole project, the role of the instructor is more that of a coach than that of a source of information. Whenever possible, let students do the research, ask the questions, come up with the answers or possibilities, work out their differences, even go in the wrong direction. The instructor can try to keep up the students' enthusiasm, show them their progress, encourage them.

Activity

Discuss the use and function of studying history

Determine what historical period to document (1 generation, 2 generations, 3 generations?)

Determine which elements of local history to document

Do the research

Develop a timeline

Put events on the timeline

Instructor Notes

Students often do not see the use of studying history. This lesson works best when students verbalize that feeling. Then the teacher can challenge them to develop a useful and pertinent view of history. (local history)

It is more interesting and fun to do more than just one generation.

School (principals, teachers, buildings, etc.), local businesses, local politics, local festivals, concerts, religious happenings, other events.

Internet, local newspapers, internet, interviewing

On computer, on the wall

Where students bring in conflicting information or dates, let them determine how to resolve the differences.

Research major regional, national, international events for the same time period.

Newspaper headline material and other special interests

Try to determine relationships between local and regional, national or international events

Cause and effect
Cause and effect chains
Interactions

Make a display (hallway, gym?) of the timeline of local history.

Photos?

Rubrics

(You will likely be able to develop additional rubrics. This is a start.)

Communications

1. Is easily able to derive information through an interview process and take notes to bring that information back to the project.
2. Is able to get some of the required information through an interview process. Notes are incomplete.
3. Very little useful information is derived through an interview process. Few or no notes are taken.

Communications 2

1. Is able to report to the class or group on information gathered.
2. Has problems reporting to the class or group on information gathered.
3. Is unable or unwilling to report to the class.

Leadership

1. Often provides ideas for and assists in the direction of the project.
2. Occasionally provides ideas for and assists in the direction of the project.
3. Rarely provides ideas for or assists in the direction of the project.

Perseverance

1. Claims ownership of the project. Works to develop a relatively complete and nice looking product.
2. Helps with the project when asked. Contributes to a complete and nice looking project.
3. Has to be coaxed to work on the project. Is not concerned with completeness or looks of the project.

History

1. Understands the linearity and interaction of historical events.
2. Sees some interaction with historical events, but misses the overall interrelationships.
3. See historical events as isolated incidents.

Technology

1. Is able to develop and modify a timeline on a spreadsheet, database and/or word processing document.
2. Is able to understand a timeline in a computer format, but is reluctant to develop or modify one.
3. Is not able to utilize technology to develop and/or modify a timeline.

Respect for elders

1. Sees elders as a source of valuable information who can be approached to share what they know or have experienced. Sees elders as interesting people.
2. Sees elders as knowing things, but as relatively unapproachable. Sees elders as aloft.
3. Does not see elders as a viable source of information. Does not see much relationship between generations.
