

## Lesson One

### What Is An Individual's History?

**These lessons plans were written by Desiree Genthner under the supervision of Kimberly R. Sebold, Ph.D.**

**Objective:** Teaching layered history from the ground up. The goal of this lesson will be to link a student's individual history to the knowledge and skills they possess.

#### **Vocabulary (5 Minutes):**

- **Timeline** - A representation or exhibit of key events within a particular historical period, (in this case the individual), often consisting of illustrative visual material accompanied by written commentary, arranged chronologically.

#### **ME State Common Core Standards (Grades K-5):**

##### **Topic: Writing (SS/History)**

**K-2—Research to Build and Present Knowledge:** 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

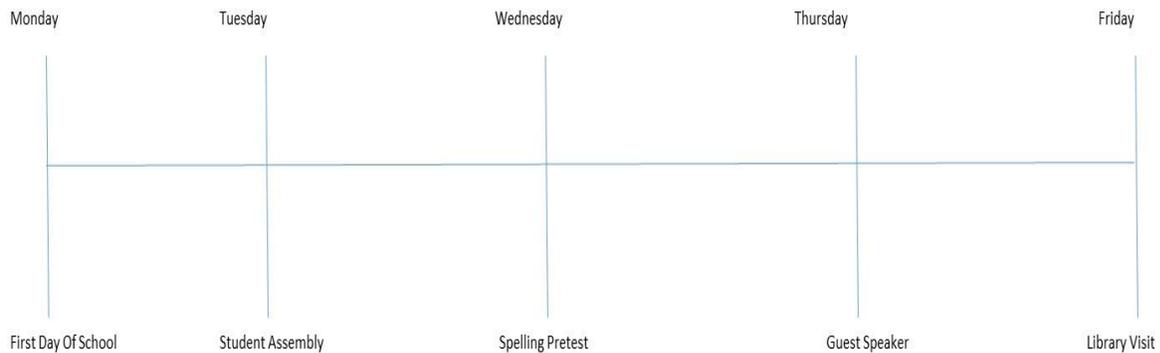
**3-5—Research to Build and Present Knowledge:** 8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

#### **Activity One (15 minutes):**

**Supplies Needed:** Long piece of bulletin or butcher paper, marker

- **Classroom Timeline:**  
This exercise is meant to demonstrate the concept of a timeline to students by taking the classroom and using it as an example to help students define memorable events.
- **Instructions:**  
On the long piece of paper, draw a horizontal line with the marker in the middle across the whole strip of paper from end to end (as shown in figure 1.1). Draw vertical lines through the horizontal line to represent the day of the week and work with students to determine events that took place during the previous week. Once students understand the concept of a timeline format, move on to activity two.

**Figure 1.1 Classroom Timeline**

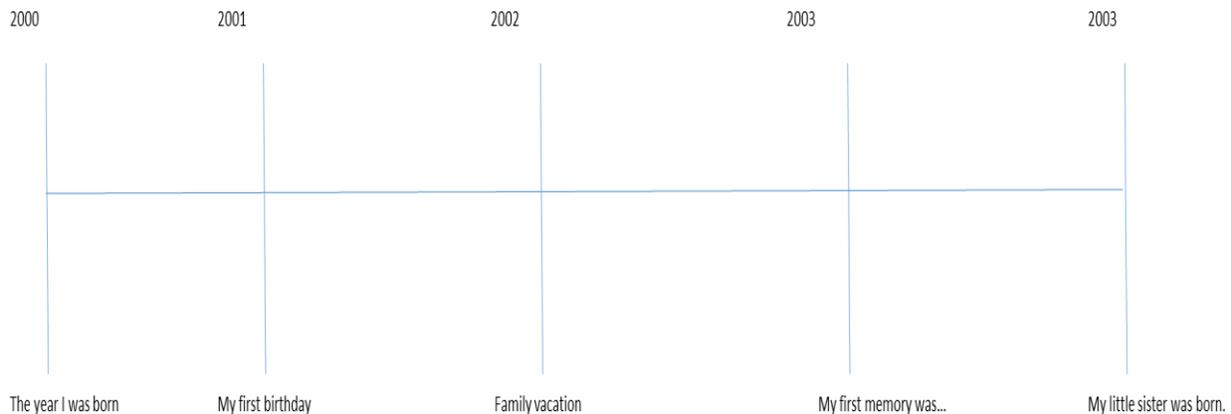


**Activity Two (20 minutes):**

**Supplies Needed:** Long piece of bulletin or butcher paper, and a marker.

- **My Personal Timeline:**  
Now that students have the concept of a timeline format, help them to get started on their personal timeline.
- **K-2 Educators Please Note:**  
Young children often have trouble recalling events or understanding the concept of last *week* from last *year*, so it will be important to realize that the personal timeline should be utilized as a workable structure.
- **Instructions:** Students will use a long piece of bulletin or butcher paper and construct a timeline similar to the one utilized in activity one. Have students use a marker to create a horizontal line. You can use the following suggestions as a guideline for how to start timeline events (see Figure 1.2):
  - What year were you born?
  - What is the first thing you remember?
  - When was your first day of school?
  - When did you lose your first tooth?
  - When did you take a special trip?
  - What was the first book you ever read?

**Figure 1.2 – Personal Timeline**



Explain to students that they will have two to three days to work on their personal timeline. Tell them to ask their parents and other family members for help with remembering times in their lives; (they may need to add more paper to the timeline as family members assist with events). Once completed, make sure each student's name is on their timeline and display, and encourage them to share their events with their peers.

**Activity Three (30-40 minutes):**

**Supplies Needed:** White paper and/or cardstock that can be used to create a book, markers, crayons and colored pencils, student's individual timeline and family resources.

**ME State Common Core Standards (K-5):**

**Topic: Writing (SS/History)**

**K—Text Types and Purposes:** 3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

**1—Text Types and Purposes:** 3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

**2—Text Types and Purposes:** 3. Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

**3-5—Text Types and Purposes:** 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- **All About Me Books: Primary (K-2):**

Students will utilize their personal timeline to construct a book focusing on both themselves and incorporating their family history. As students develop a concept of the past and collaborate with their immediate family members, they will experience the past in a concrete context.

- **Instructions:**

**Before Beginning:** Send a note home to parents informing them that their child will be participating in an activity that will focus on constructing an “*All about Me*” book. Ask parents to collaborate with their child in the creation of the book, as it will help students incorporate their personal timeline events. Students will also recognize events that adults see as important milestones.

1. Explain to students that they will be creating an “*All about Me*” book. Give students some suggestions on how the book will be structured; you want to instill upon children the idea of sequenced events as seen with the personal timeline.

2. Ask students what they may want to include in their book. You can offer suggestions to guide students in a classroom discussion (examples include: a self-portrait, a family photograph, pages on pets, best friends, feelings, likes and dislikes, and what they want to be when they grow up).

3. Next, talk to students about thinking beyond their own experiences, and develop a discussion on including immediate family members, (parents and grandparents), within their book. Students will find themselves becoming involved in the past in a concrete context by collecting stories about themselves, their parents’ and grandparents’ childhoods, as well as through family stories.

4. Encourage students to be excited about this activity, and to work with family members to create a book that they created and can share during morning meeting or read aloud. If you portray your excitement, young children will share your enthusiasm. You should consider creating your own book to share with students, as this can be a real way for students to connect with you as their educator.

5. Give a reasonable timeframe for students to collect information and have adult assistance outside of the classroom (suggested timeframe would be two weeks, as many parents work outside the home and grandparents may be visited on weekends).

6. Students can create their self-portrait, illustrations and final construction of the book during a classroom session.

\*\*This lesson can be utilized for more than one classroom discussion and is intended to be used as such. Young children often need more than one discussion to reiterate instructions and to check for understanding. In addition, students will wish to discuss their progress before the completion date.

7. Optional: You may wish to create a Family Stories newspaper upon completion of this project. Students may choose their favorite family story, publish the story and provide an illustration, as well as include a small note on why it is their favorite.

- **All About Me Books: Intermediate (3-5):**

Students will utilize their personal timeline to construct a book focusing on both themselves and incorporating their family history. Children will collaborate with their immediate family members to develop an autobiography from student's birth to present, including information about their family and cultural heritage and photographs.

- **Instructions:**

**Before Beginning:** Prior to the lesson, share a book depicting diversity through the use of pictures, belief structures and everyday living practices with your students. In some towns children may not have seen or experienced other types of culture. You can check with your school or public libraries for books; two books to consider using:

- *People* (Spier 1988) ISBN-10: 038524469X
- *Children Just Like Me* (Kindersley and UNICEF, 1998) ISBN10: 0789436264

1. Ask students their opinions about the books on diversity. Remember that stereotypes and other pervasive criticisms are likely to occur. You should encourage student comments and take them into consideration.

2. As a way of counteracting these comments, inform students that they are going to begin a project which will show them that diversity is found in every classroom and community, regardless of how the population may appear.

3. Instruct students that their assignment will be to create an "All about Me" book which will contain their autobiography from birth to present

grade, information about family and cultural heritage, and photographs. Be sure to advise students that they will have a timeframe of two to three weeks to collect photographs of themselves and family members, and other research materials such as, baby or memory books borrowed from parents or grandparents, and copies of personal documents and letters.

4. Children should be encouraged to ask parents and grandparents to assist with the research process. Have students remember to refer to their personal timeline for sequencing events.

4a. Give suggestions on how to obtain information: for example: when working on the student autobiography, a parent would be a good source of information in order to confirm likes and dislikes and how they have changed over time, as well as remind students of events they may have forgotten. Asking a grandparent from each side of the family to look through an album or memory book together can teach students many things in their families' histories. Some families may have albums depicting family members before they became American citizens, it will be important for students to learn where their ancestors originated from in order to develop the idea of diversity.

5. To make sure that each student has a recent picture for their "*All about Me*" book, plan on bringing in a camera and taking individual photographs. This photo will be used for the cover.

6. Because this is a two to three week project, plan on students having the first draft of their autobiographies within half of the timeframe. Students will then pair up to proofread each other's writing, check for understanding and allow for revision. This gives students an opportunity to compare and contrast their own life story with that of their classmates. The final draft will be due upon the book's completion.

7. You may handout Figure 1.3 or revise to meet your teaching goals. It will be important to give students a visual aid of how their books will develop.

8. Consider creating a book for yourself. Students are more interested in the learning process if you participate. Choose a day that students can share their autobiographies and books with you and their peers. Record the differences and similarities in a grid to give students a visual aid on how there is diversity within their classroom.

\*\*This lesson can be utilized for more than one classroom discussion and is intended to be used as such. Children often need more than one discussion to reiterate instructions and to check for understanding. In addition, students will wish to discuss their progress before the completion date.

### Figure 1.3—All about Me: Books

#### Front Cover –

Title “*All about Me*”

A recent photo of myself

Colored

#### Autobiography –

Design and illustrate four sections of your autobiography:

##### 1. The Early Years

Questions to Answer:

- A. How did you get your name?
- B. Who are your parents, grandparents, brothers and sisters?
- C. Where are they from?
- D. Where have you lived?
- E. What is your earliest memory?
- F. What is special and unique about your family?
- G. Do you have special holiday traditions?
- H. Do you have a favorite memory with your family?

##### 2. Growing Up

Questions to Answer:

- A. What pets have you had?
- B. Describe a special memory with your pet.
- C. Have you had a best friend?
- D. Where did you meet them?
- E. What adventures have you shared?
- F. Where do you go to school?

- G. Do you like school? Why or why not?
- H. Who has been your favorite teacher?
- I. What activities do you do?
- J. What is the best family vacation you can remember?
- K. Have you ever traveled to a different state or country?

### 3. Interests

Questions to Answer:

- A. Do you have a favorite hobby or special talent?
- B. Do you play a sport or an instrument?
- C. What do you like to do in your spare time?
- D. What are your favorite things (music, books, food, etc.)?
- E. Who are your heroes?
- F. What else do you want the reader to know about you?

### 4. Goals for the Future

Questions to Answer:

- A. What would you like to do when you grow up?
- B. What changes would you like to see take place in your community or in the world?
- C. What accomplishments do you hope to achieve?

### **Photographs –**

Include photographs and describe what is depicted in each. If you have learned names, relationships or places be sure to include them.

Try to select:

1. A family portrait
2. Pictures of yourself from the past
3. Pictures of family members before your birth
4. Pictures of pets, friends, or ones that depict interests

### **Illustrations –**

Illustrations are appropriate if copies of photographs are not available.

### **Back Cover –**

Year Published

Current Grade

Publisher (Your Name)

## **Lesson Two**

### **What Is Family History?**

**Objective:** Students now have an understanding of Individual History and have the first step of layered history completed. Now, link a student’s Individual History to their Family History. Students touched upon Family History when creating their “*All about Me*” books; now students will gain a new perspective and use their Family History to make the past more relevant.

**ME State Common Core Standards (Grades K-5):**

**Topic: Writing (SS/History)**

**K-2—Research to Build and Present Knowledge:** 8. With guidance and support from adults,

recall information from experiences or gather information from provided sources to answer a question.

**Topic: Writing (SS/History)**

**3-5—Research to Build and Present Knowledge:** 7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. 8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

**Activity One (15 minutes):**

**Supplies Needed:** Long piece of bulletin or butcher paper (more if necessary), marker, prepare timelines to share with students.

- **Family History Timeline:**

This activity is a perfect weekend assignment, yet timeframe can vary. Students will create a Family History timeline, which will later be used as a point of reference for the local/town, state, national and world events of layered history. (See Figure 2.1).

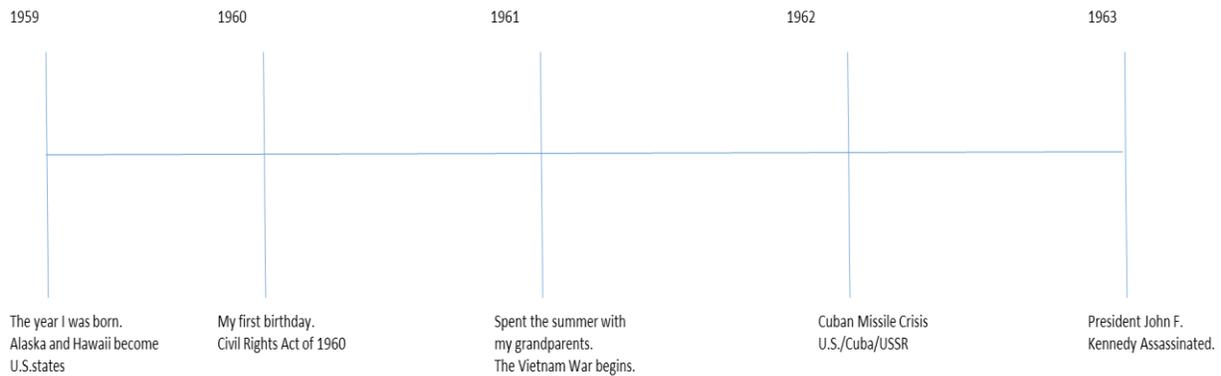
- **Instructions:**

1. Ask students to talk to one of their parents and make a timeline of the period when the parent was growing up (birth to when student was born). The parent may wish to include major local, national and world events on their timeline to add perspective to personal events. Use prepared timelines.

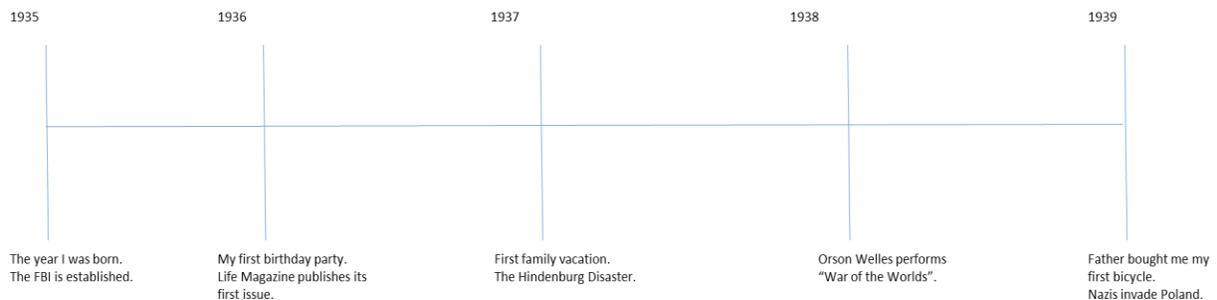
2. Next, talk to students about asking one of their grandparents to make a timeline of the period when they grew up (birth to when student's parent was born). Similar to the parent timeline, make sure to include important local, national and world events and happenings.

**Figure 2.1- Family Timeline**

**Parent:**



**Grandparent:**



**Activity Two (40 minutes) Intermediate (3-5):**

**- Detecting Groups:**

This activity will ask students to make predictions based on photographs. Students will need to use their observation and social skills within groups in order to determine findings. Students may use their Family History timeline in order to help them develop ideas as to what is happening in the photograph and from what period in history does the scene pertain to?

- **Instructions:**

1. Ask parents to supply a family photograph taken before their child was born. Be sure to request that the parent does not give any details about the photograph away.
2. When students bring their photographs to school, break them up into small “detecting” groups, (plan on no more than 5 students to a group, with each student having one picture, each picture will be observed). Their job will be to predict who is in the picture, approximately when it was taken and where—all based on evidence visible within the photograph. Students will write down their observations in class, and interview parents at home that night, to determine the correct answers. Once the group prediction and the facts are in hand, students will then write a one to two page paper based on the information. The paper should include the details within the photograph that led to their group prediction and compare the accuracy of the prediction to the facts. (Please Note: each student will complete a paper on their own family photograph). Students will then report their findings to the class.

**Activity Two (30 Minutes) Primary (K-2):**

**Supplies Needed:** Large cut out of a tree, bulletin board, letter of intention to parent, classroom family photographs and index cards depicting family members.

**Class Family Tree:**

Students will begin to think about and visualize family trees by making a Class Family Tree. This lesson will prepare them for creating their own family trees in order to tie in Individual History with Family History in the layered history process.

- **Instructions:**

1. On a lightly colored background, staple a large brown cut-out tree making sure to include multiple branches. Explain to students that each branch of this tree will soon have a picture of the families within their classroom. Inform students that a letter for their parent or guardian will be sent home, asking students to bring in a family photograph for the Class Family Tree. You may

consider bringing in a photograph depicting your family to share with students.

2. Once students have brought in their family photographs, place each photo inside of a sandwich bag in order not to damage the picture. You may then staple the bag to a branch on the Class Family Tree.

3. Utilize the space around the tree to develop a graph or picture illustration showing the number of people in each student's family. For example: write each child's name, then draw figures or have the individual child sketch figures on an index card to represent the number of people in his or her immediate family or household.

4. Use the bulletin board as a starter for discussion and activities. You can ask students: Who has the largest family? Who has the smallest? How many students have fewer than three in their family? How many have more than four? Have students prepare individualized questions for peers based on their photographs.

### **Activity Three (40 minutes):**

**Supplies Needed:** A family tree template (See Figure 2.2), a whiteboard or easel and a completed family tree.

#### **- Family Tree Primary (K-2):**

Utilizing the knowledge gained from the Classroom Family Tree, students will work with adults to develop their own family trees and develop a sense of how to obtain information.

#### **- Instructions:**

1. Using the classroom family tree as a basis, explain to students that they will now begin their individual family tree. Ask students to recall what they needed to provide in order to create the class family tree, the things currently displayed on the class tree and what they learned from the process.

2. Next, distribute Figure 2.2 and explain to students the parts of the family tree they will need to research. Show the process by having a blank or completed family tree in advance. Students will be more involved in the learning process if you participate; using your family tree as an example will encourage children to ask questions and perform research to share with you.

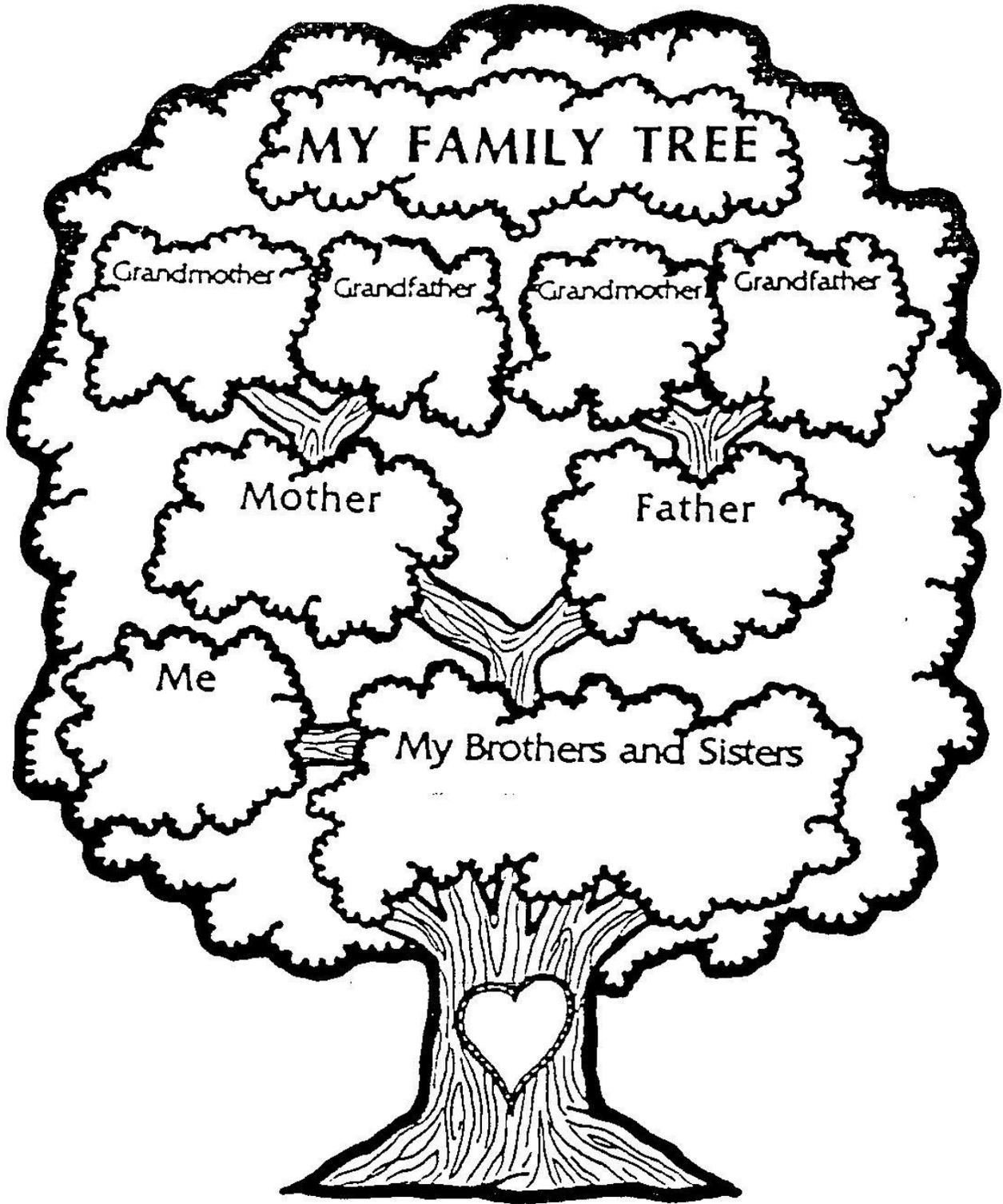
3. Be sure to ask students how they will obtain information. What are the best sources? Who could they speak to? When collecting information, be sure to inform students to ask sources something about each individual.

- Where did this person live?

- What did this person like?
- What did this person do for work?
- Did this person have a large family?
- Do you have a story about this person?

4. Once the information for the family tree has been collected, have students create an art project. Explain that the tree must be organized, but let students utilize their creativity to show each family member of their tree. Example: a parent could be a bird, their children eggs in a nest.

Figure 2.2



**Activity Three (40 Minutes) Intermediate (3-5):**

**Supplies Needed:** Figures 2.3 and 2.4, a white board or easel with an ancestor chart.

**- Ancestor Chart Intermediate (3-5):**

Utilizing the family timeline, students will seek information pertaining to their ancestor chart and discover ways to obtain alternative sources. Students will also gain a sense of how their family roots define themselves.

**- Instructions:**

1. Prepare an ancestor chart on a white board or easel prior to beginning this activity. You may choose to have a completed version or fill in during class time.
2. Hand out Figures 2.3 and 2.4 and explain to students that the expectations of this project are to develop a sense of family and how it relates back to them as individuals. Inform students that they are not expected to obtain all of the information on their family history worksheet, as they will discover alternative means in another activity. They are expected to do their best, utilizing family sources. Set a time frame to collect information, (suggested one week), and allow for additional class time if necessary for further questions and understanding.
3. Show students how to fill in their ancestor chart by utilizing the figure you have prepared. Explain how the information on the chart will correlate with the information collected on the family history worksheet, and allow for a better understanding of the student's family roots.

Figure 2.3—Pedigree Chart

# A N C E S T O R S

## Pedigree Chart

Write what you know about your ancestors on the pedigree chart below. Start with yourself (no. 1). If you don't know exact dates or places, estimate them.  
Example:

2 John Francis SMITH

Father (of no. 1)  
Born 5 Oct 1876  
Place Columbia, Boone Co., MO

Person Number 1 on this chart is the same as no. \_\_\_  
on chart no. \_\_\_

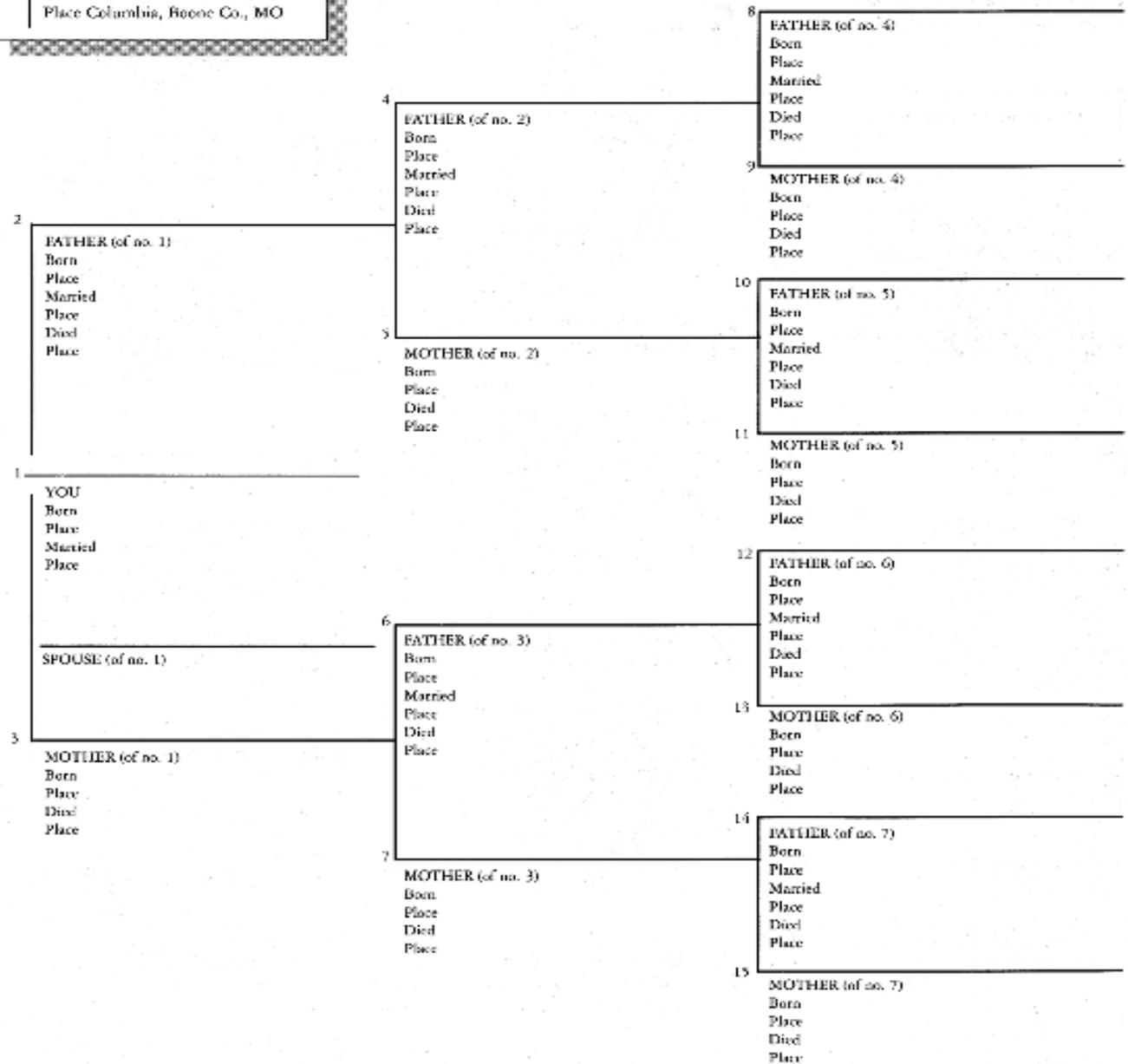


Figure 2.4—Looking For Your Family History

1. What is your full legal name (first name, middle name, last name)?

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2. What is the date of your birth? Where were you born (city, state, and country)?

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3. Who decided what to name you, and why? Are you named after a relative? How are you related to that person?

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4. What are your parents' full legal names? What is your mother's family name (the one she was born with)? If your mother is married, does she still use her family name?

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5. What are the full legal names of each of your parent's parents? Where were they born, and where did they live as they were growing up? If they are alive now, where do they live?

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6. What are the names of your parents' brothers and sisters? Where do they live?

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7. What are the names of your grandparents' brothers and sisters? Where do/did they live?

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8. What do you know about the origins of your mother's family name?

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9. Do you have any brothers or sisters? What are their full legal names? When and where were they born?

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10. Where have you lived during your lifetime? If you have lived in more than one city or state, list all the places you have lived. What schools have you attended? Do you have any special interests? What are they? What is the most memorable moment of your life so far?

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11. Where did your parents live when they were growing up? If they lived in more than one place, list all of the places where each of them lived.

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12. Where did your parents meet? Find out important information, such as the date and place of their marriage and their first home.

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### **Activity Four (30 Minutes) Intermediate (3-6):**

**Supplies Needed:** Internet access, Figure 2.5 *Ways to Get Started*, prepared information on your's or a family surname.

#### **- What's in a Name?**

Students will utilize the knowledge obtained from previous lessons, and the resources available to them within their town, in order to discover the historical background of their surnames.

#### **- Instructions:**

1. Explain to students that their surname, (last name), has meaning. Share with students the name of the surname you have researched. Ask students, if they can guess where the name comes from? Ask students to think of their family history research and names that they came across in the process. Does this surname sound similar? What does this surname mean? How can you tell?

2. Next, hand out Figure 2.5 *Ways to Get Started* and inform students that they will be conducting research on their surname. *(You have the option of letting students get started in or outside of class; be sure to secure laptop computers if you wish to start research in the classroom).*

3. Advise students that the second part of the handout is on a family's coat of arms; state that not all family surnames have a coat of arms. The arms were given to an individual who had the right to pass the shield to their heir.

(Visit [http://www.ducksters.com/history/middle\\_ages/knight\\_coat\\_of\\_arms.php](http://www.ducksters.com/history/middle_ages/knight_coat_of_arms.php) as it has information, as well as a quiz for your students to help with understanding coat of arms).

4. Encourage students to use family elders, as well as the public library in order to obtain information. Set a deadline for students and ask that a one-to-two page minimum paper be passed in upon completion, check for understanding.

## Figure 2.5—Ways to Get Started

### Visit These Websites:

<http://genealogy.familyeducation.com/family-names-surnames/meaning-origin>

<http://surnames.behindthename.com/>

<http://www.ancestry.com/learn/facts> (the public library generally has free access to Ancestry).

### Questions:

1. Your last name is your “family name”, or surname. What do you know about the origin of your family name? Does it come from some other country? Which one?

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2. Long ago, people’s family names described what they did or who their parents were (Johnson= John’s son). Does your family name have any special meaning? If so, what is it? Does anyone know which ancestor was the first to be known by that name?

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3. When people immigrated to the United States from another country, they sometimes changed their names to an easier spelling. Has your family name ever been changed? If you do not know, try to find out by talking to older family members.

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### Coat of Arms:

If you have good luck in your research, maybe you can find your family’s coat of arms, try not to worry if you are unsuccessful in your search. It can take years for researchers to find some family history items:

The coat of arms was an image on a shield that represented a person, family, corporation or country. It is important to remember that no two coats of arms are the same, and that each has a different meaning. Some families may not have a coat of arms.

<http://www.archives.com/genealogy/family-history-coat-of-arms.html>

<http://www.thetreemaker.com/coat-of-arms-search.html>

An elder in your family may already have an image of your family’s coat of arms or the public library may have resources to help you find your family’s coat of arms. \*\*\*There are some websites that claim to have family coats of arms, if anyone asks you to buy something, they are probably fake.

If you do find your family’s coat of arms be sure to bring in a picture to share with your class. Be sure to answer these questions:

1. What my family's coat of arms means? \_\_\_\_\_  
\_\_\_\_\_

OR (If you are unable to find information)

2. What I think my family's coat of arms means? \_\_\_\_\_  
\_\_\_\_\_

Remember, you can always ask your classmates what they think.

**Paper:**

When you have finished collecting your research, you will write a 1-2 page paper about what you have learned.

Be sure to include:

1. What country does your surname come from?
2. What does your surname mean?
3. What is your surname's history?
4. Has the spelling of your surname ever been changed?
5. Include any other history you learned about your surname.
6. What were your sources of information for finding your surname?
7. Were you successful at finding out if your family had a coat of arms?
8. If yes, what does your family's coat of arms mean? Or what do you think it means? Be sure to attach a picture of your family's coat of arms to your report.
9. If no, what do you wish it looked like? Use information from your surname research to design the coat of arms (ask a family member for help). Be sure to attach a picture to your report.
10. What were your sources of information?

**Activity Four (two 40 Minute time periods) Primary (K-2):**

**Supplies Needed:** Figure 2.6, magazines, alphabet stencils, baby book, posterboard, scissors and glue.

**- What's in a Name? Primary (K-2):**

Students will develop a sense of where a name comes from and its significance when linking Individual History with Family History.

**- Instructions:**

1. Ask students if they know what their name means? Explain that everyone's name has meaning and that they will look up their names within a baby book to determine its meaning. Once students have found their name and meaning, hand out Figure 2.5 "*My Name*".
2. Have students write down their name and its meaning on the worksheet. Remember, young children require more time to record information, as well as share the meanings of their name. You should check for understanding and encourage students to comment on the meaning of peer names.
3. Have students take home the worksheet, and explain that they will need to ask a parent or guardian questions in order to fill out the rest of the worksheet. Ask students to return the completed worksheet for the next class period.
4. Once students have completed the worksheet, give each student a piece of posterboard and alphabet stencils. Instruct students to use the stencils to write their names in big letters.
5. Next give students access to magazines, scissors and glue. Explain that they will be looking for illustrations that depict the meaning of their names; students are to cut out and paste them neatly onto their posterboard. Designate an area on the posterboard to leave blank for step six.
6. Once students have attached illustrations to their posterboard, teach students how to make an acrostic poem by using the letters of their names. Have students think about the meaning of their names, as well as the things that they enjoy or believe they are good at. Once completed, attach paper to designated area of posterboard and display in classroom or hallway.

Figure 2.6—My Name

# MY NAME IS

## 1. My Name Means:

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## 4. Does Your Parent Believe Your Name's Meaning Describes You?

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## 2. Who Chose My Name?

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What's in a name? Help your child to understand where their name comes from and why?

## 3. Why Was I Given This Name?

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- **Activity Five (60 minutes) Intermediate (3-5):**

**Supplies Needed:** Figures 2.3 and 2.4 completed to best of student's ability, Internet access, samples of records (birth certificate, census, marriage, death, naturalization).

- **Vocabulary (5 minutes):**

**Genealogy:** the study of one's family roots.

**Census:** a count of the people who live in an area.

- **How to Find a Missing Clue:**

Students will learn how to utilize the Internet, public library and the census as sources of information, in order to locate records, allowing them to solve mysteries within their Family History.

- **Instructions:**

1. Allow the first 20-25 minutes of the lesson for classroom discussion. Students will be eager to share what they have discovered about their Family History. Break students up into groups, ask them to share their findings, and comment on the questions they had been unsuccessful in obtaining information.

2. Explain to students that their research is the process of genealogy, and they already have a good start on their Family History. Now ask students if they discovered one branch of the family to be easier to trace than the other. Inform students that they need to look at their family history, and ask them, "Is there one piece of information you still don't know? You will need to choose just one name, date, or place that you would like to complete." This gives students an achievable goal. **(You know your school year objectives and timeframe: if research is successful and time allows, you can return to this activity and help students research more of their Family History).**

3. Once students have chosen their research goal, compare their goal to searching for buried treasure. You know that the information is there, but you just don't know where to find it! There are many people, places and records of the past that can help, state that you are going to show students where to start. Discuss the areas of obtaining information: Internet Searches, Public Libraries, Census Records and Other Areas.

**Internet Searches:** If just one of their relatives has set up a family tree website on the Internet, answers to student's questions may be found.

Even if a family tree cannot be obtained, available records from genealogy websites (Family Search and Ancestry) may be found. Explain to students that they may ask a librarian, parent or any adult for help with an Internet search.

**Public Libraries:** If the public library in your town has genealogy records, that is the best place to begin. Suggest to the students that they take the information they have collected with them to the library, but that they think about their questions before they ask a librarian for assistance. Even if the student's ancestor did not live in the same town, it may be possible to locate information within a collection of books or documents. The local library may be able to borrow a book of records from another city or state. Or the student can write to the public library near where their ancestors lived and request information.

**Census Records:** A census is a count of the people who live in an area. A state census would tell how many people lived in that state at the time, and a national census would tell how many people lived in the United States during that year. More information is included in a census than just how many people live in the area. A Census taker is responsible for listing the names, ages and relationships of all persons living in a household, as well as the county of residence. If the student can match an ancestor's first and last names with a place of residence and an approximate decade, then they may be able to discover more information about their ancestor's siblings or spouse's names.

**Other Areas:** The student can always seek assistance from a historical society. If the student's ancestor was an immigrant they can check with the local library for the following books or request them from another library:

*Passenger and Immigration List Index: A Guide to Published Arrival Records*, by P.W. Filby

*A Bibliography of Ship Passenger Lists, 1583-1825*, by H. Lancour

4. Share with students examples of records they may come across in their research (birth, marriage and death certificates, naturalization and census records).
5. Give students an assignment check in date, (to judge student's progress and if more assistance is required), and the assignment deadline date. Upon completion, students should prepare a one-to-two page paper on what sources they utilized in the research process, state which of the sources were successful/unsuccessful in obtaining information, what they learned from the

experience and if they believe they could collect more Family History on their own.

**- Activity Five (*two* 45 Minute lessons) Primary (K-2):**

**Supplies Needed:** Book depicting homes families live in (example: *A House is a House for Me* by Mary Ann Hoberman ISBN-10: 0142407739), a large house shaped cutout on white paper, Figure 2.7 House Hunt, Figure 2.8 House History, lunch sized unopened milk cartons, plastic knives, graham crackers, decorative candies and frosting.

**- At My House:**

Students will stimulate an interest in dwelling places for families, as well as develop a sense of their Family History through researching their family's home.

**- Instructions:**

1. Start by reading a book depicting homes families live in, and then have a classroom brainstorming session, asking students to think of the kinds of dwellings families live in. Write down student ideas on the house shaped cutout.

2. Give students Figure 2.6 *House Hunt* and explain that they will ask a parent or guardian to assist them with reading the items on the list. Students are to put an X or a √ to record if they have the item in their house.

3. Next hand out Figure 2.7 *House History* and ask students if they believe their house to be new or old. Discuss that some houses have had many different families reside in them, while others may have been recently built. Ask students to sit down with a parent or guardian and ask parents to discuss the history of their house. If the parent does not know, ask students to suggest family, friends or long time residences of the town.

\*\*\*Figures 2.6 and 2.7 may best be completed as a weekend assignment. Parents may be able to provide more assistance on the history of their house, especially if their residence is old.

4. With the completion of the *House Hunt*, make a chart on a white board or easel and tally up the items that students had in their homes. What items had the most and least tally marks?

5. Ask students to share what they learned about the history of their house. If dates or interesting facts are given, you may opt to create a chart depicting students with new or old houses.

6. Perfect for snack time: Using an unopened school lunch sized milk carton, graham crackers and decorative candies and frosting, have students create a model of their house. Divide children into groups or tables and pass out supplies. Students can use plastic knives to “frost” their milk cartons, break crackers into the shapes for roofs, doors and windows, and use the decorative candies for other features. Give students a time frame of 10 minutes to complete their creations; then have students share information about their houses. When everyone is done, students can drink their milk and eat the outside of their houses.

**Figure 2.7—House Hunt**

<b>HOUSEHOLD ITEM</b>	<b>I HAVE</b>	<b>I DO NOT HAVE</b>
Piggy Bank		
Bed		
Towel		
Doormat		
Book		
Dictionary		
Newspaper		
Crayons		
Fire place		
Candle		
Basket		
Baby Doll		
Jewelry Box		
Umbrella		
Dishwasher		
Toaster		
Bread Box		
Mirror		
Bottle		
Shower		
Tea Pot		
Butterfly		
Potato		
Table		
Piano		
Guitar Pick		
Window		
Clock		
Painting		
Pillow		
Coffee Table		
Record Player		
Hair Dryer		
TV Tray		

Whisk		
Rubber Gloves		
Pencil Sharpener		
DVD Player		
Vase		
Mug with Animal		

**Figure 2.8—House History**

Dear Parent,

Please assist your child with this worksheet. We are collecting information on houses as part of our Family History unit. We will be using the information collected to create a chart for classroom use only. Please let your child fill out the information; the back of this paper may be used if more writing space required.

1. My address is \_\_\_\_\_

2. My family has lived here since \_\_\_\_\_

3. My house was built in \_\_\_\_\_

4. List any information about previous residents \_\_\_\_\_

If you are the first resident of your home please state \_\_\_\_\_

5. Who built your house? \_\_\_\_\_

Parent: if you do not know, could you assist your child in obtaining this information?

6. Are there any wings of your house that were built as an addition? \_\_\_\_\_

7. Is there anything about your house's property that gives you an idea as to why it was built?

Parent: If you are the builder of the house, why did you choose this location? \_\_\_\_\_

8. How many bedrooms does your house have? \_\_\_\_\_

9. How many people live in your house? \_\_\_\_\_

10. If you live in an old house, how can you tell it's old? What things tell its age? \_\_\_\_\_

If you live in a new house, how can you tell it's new? What things tell its age? \_\_\_\_\_

**- Activity Six (*three* 45 Minute Lessons) Intermediate (3-5):**

**Supplies Needed:** Photographs, old newspapers, postcards, greeting cards, magazine and/or newspaper clippings, school yearbooks, family trees from a Bible, marriage and birth certificates, and anything else small and reminiscent of family life, and place them in an old trunk or suitcase, as well as Figure 2.9 *Family Artifact Report* and *Sample Letter*.

**- Family Artifacts:**

Historical artifacts that have personal significance can become power motivators for children. Students will learn about their own family history.

**- Instructions:**

**Part One:**

1. Allow yourself plenty of time to plan for this activity. Start by collecting memorabilia from your home, and ask friends and family if you can borrow items in advance. You want to collect items that represent family life. Think about yourself as a child, maybe you had an attic and there were curious treasures to be found. You want to entice your students, based on your collection, to learn about their own family history. When you place items in a trunk or suitcase, you can wrap some of the objects in doilies or fabric; your goal is to make the trunk or suitcase as fascinating as possible.

2. Next, bring the trunk or suitcase to school, making sure to lock it, and place it on a table in the classroom. The presence of the trunk or suitcase should generate some curiosity from your students. What is it? Why is it here? What could be inside? Who is it for? Where did it come from? Ignore the questions at first, reminding students of their classroom schedule. At

some point during the day, “give in” to the mystery of the trunk or suitcase. Ask students:

“What do you think is in the trunk/suitcase?” (Allow time for numerous responses).

“Why do you want to know what’s in this trunk/suitcase?” (Accept all answers).

“Can we learn something from what other people have left behind?”

(Provide time for a brief discussion).

3. Before opening the trunk share this bit of information:

*We are a part of history. History is not made by “other people”; it’s made by people like us. All history starts with families and communities. You and your family live and work in a community. Your parents and grandparents and great-grandparents all lived and worked in a community. Perhaps they ran a blacksmith shop, or grew corn and took it to the gristmill to be ground, or built the local schoolhouse or church. They were the foundation of the America we know and live in today. They made history. If we are lucky, they kept records of their lives, so we could learn about what it was like to live then.*

*Let’s see what’s in this trunk/suitcase...*

4. Show students the items in the trunk, and talk about how these items can help them learn about life from that time period.

5. Once the items have been fully shared, explain to students that just like the items found in the trunk/suitcase, history can be found within their own homes or their grandparents.

6. Give students a two week period to complete a family based project. Ask students to bring in a “trunk” of their own, made from a shoe box or other small box. The box must contain at least 10 items in it related to their family’s history. You may wish to send the *Sample Letter* home to parents or develop your own.

### **Part Two:**

7. Students will bring in their “trunk” after the first week, and before sharing with classmates, should write a description, (during class), about the items within their “trunk”. Depending on your class size, this step may take up the intended time frame for the lesson. If enough time remains, move on to step eight.

### **Part Three:**

8. Hand out Figure 2.9 *Family Artifact Report* and explain the objectives to your students. Remember: Your letter to parents informed them to save a

family artifact for this activity (*students may report up to two items if they wish*). Students should not report on items used in their “trunk”. Send two copies of Figure 2.9 home with a deadline. Be sure to allow a date for an edit and/or revision of reports, to produce a final product before displaying within the classroom.

9. Upon completion, create a world map to depict the geographic origins of articles brought to class (use push pins and yarn to demonstrate how the item traveled from one location to its current home, and include the student’s name and item). Display the items, (if possible), reports and maps in the classroom and encourage parents and family members to visit your classroom’s “Artifact Museum”.

**Figure 2.9—Family Artifact Report**

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

Name (or description of historical article found): \_\_\_\_\_

\_\_\_\_\_

Who owned the article? \_\_\_\_\_

\_\_\_\_\_

What historical period is the article from (for example: the 1920s)? \_\_\_\_\_

\_\_\_\_\_

What do you know about the life and times of the person who owned this article? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Which well-known people also lived during this time period?** \_\_\_\_\_

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**What famous events occurred during the same period?** \_\_\_\_\_

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**What other interesting or significant information can you provide about this article and/or the time period in which it was used?** \_\_\_\_\_

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Dear Parent or Guardian:

Your child will be participating in a family based research project over the course of the next two weeks.

Today in class, your student learned that history can be collected throughout our households. I brought in a trunk of memorabilia: old photographs, newspaper clippings, post cards, articles of clothing and other keepsakes that are reminiscent of family life to share with students. We discussed how the items shared were important to family history. Students were encouraged to ask questions about each item and share their opinions: What had this item been used for? How old do you think it is?

1. Students will have one week from today to create a trunk of their own which represents their family history. Your child will need your help in collecting items. Please place items in a shoe box and have your child decorate the box; make sure they include their **Name** and the words **My Family Treasure**.

**Trunk Due Date:** \_\_\_\_\_

**Sample Trunk Contents:**

Family Photographs

Friends' Photographs

Newspaper Articles (pertaining to family or self)

Jewelry (inexpensive please)

Toys

Articles of Clothing

Postcards

Family Recipe

Wedding Favor

Each trunk should consist of no less than **10 items** and the child should know the history of each item before presenting their trunk to their classmates.

2. A Family Artifact Report has been sent home with this letter. Students will need help in finding one or two, (based on availability), family history artifacts to present on. Please have your child answer all of the questions on the Family Artifact Report. If the artifact cannot be brought to school for the presentation date, please take a photograph and have it attached to the Family Artifact Report upon completion.

**Artifact Due Date:** \_\_\_\_\_

Please do not hesitate to contact me with any questions about this project. I can be reached by phone at \_\_\_\_\_ or email \_\_\_\_\_.

Thank You.

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(Teacher)

### **- Activity Six (50 minutes) Primary K-2:**

**Supplies Needed:** a story that introduces children to family heirlooms, (*The Patchwork Quilt* by Valerie Flourney ISBN-10: 0803700970 or *Song and Dance Man* by Karen Ackerman ISBN-13: 9780679819950 are good books to start with), **an heirloom from your family to share, quilt squares, Figure 2.10 and Sample Letter.**

#### **- My Family Treasure:**

Students will learn that family heirlooms do not represent monetary value but sentimental value, and will realize that heirlooms provide significant family history.

#### **- Instructions:**

1. Choose a book that introduces your students to family heirlooms. Take the first part of the class to read one or two stories that you feel would be beneficial to your students.
2. Explain to students the difference between monetary and sentimental value. Ask students to give examples from the books you have read: what heirlooms were shown? Why were they special?

3. Next, show students a family heirloom of your own. Ask students to identify the item. Who would have used it and why? After a few minutes of classroom discussion, share the significance of the heirloom you have brought in.
4. Inform students that they will be taking a letter and questionnaire home with them tonight to give to their parents. Advise that they will have two weeks to locate an heirloom, answer the questionnaire and bring in their findings for presentation day. Be sure to explain that presentation day will be when the class will display their artifacts and not only present to their classmates but their parents too. Describe the concept of a museum to your students.
5. Encourage your students to engage their parent or guardian when they go home tonight; ask students to share what they learned about heirlooms and why it is important for them to do their best with this project.
6. If you read *The Patchwork Quilt* you can create a class heirloom. On the *Sample Letter* there is a section asking the parent or guardian to send their child in with a piece of fabric with their child's name. The quilt would represent the class and be a conversation piece at your museum.

Dear Parent/Guardian:

Your child has recently discovered their Family History through various activities: developing a timeline, a family tree, identifying their name and their house history. Now as we wrap up this unit, we will be learning about the significance of our family's heirlooms.

Today in class, we read stories about heirlooms and I shared an heirloom from my family. Students were encouraged to ask questions about my family heirloom and we discussed finding an heirloom of their own. Your child learned that an heirloom does not need to have monetary value but sentimental in order to be important. Attached is the *My Family Treasure* worksheet. Over the course of the next two weeks, please locate a family heirloom and help your child to answer the questions.

**Examples of My Family Treasure:**

A piece of jewelry

A recipe (please make the food to share with others)

A watch

A painting/picture

Dishes

Silverware

Knick Knacks

You are invited to accompany your child to presentation day:

Date: \_\_\_\_\_ Time: \_\_\_\_\_

We will set our classroom up like a museum. Your child's desk will become the display case for their family's heirloom, at which time they will share their findings with classmates. As some heirlooms do hold monetary value, you are welcome to take your family's heirloom home after the presentation.

**Before presentation day:** Please send your child to school with a square piece of fabric (4 ½" square), (any color or fabric), have your child neatly write their name on the fabric, and we will create a class heirloom of our own which will be displayed on presentation day.

Please send in your fabric square by:

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

Please do not hesitate to contact me with questions you may have regarding this project by phone: \_\_\_\_\_ or by email: \_\_\_\_\_.

Thank You.

\_\_\_\_\_

(Teacher)

**Figure 2.10—My Family Treasure**

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

Name (or description of historical article found): \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Who owned the article? \_\_\_\_\_

\_\_\_\_\_

What historical period is the article from (for example: the 1920s)? \_\_\_\_\_

\_\_\_\_\_

What do you know about the life and times of the person who owned this article? \_\_\_\_\_

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What does this heirloom mean to you now that you know its' history? \_\_\_\_\_

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### **Lesson Three**

#### **What Is Local/Town History?**

**Objective:** Students will utilize their knowledge learned from their Individual and Family History findings in order to identify important people, places and events in a historical context.

**Points to Remember:**

- History is layered and each layer connects/impacts the other.
- Local, Family and Individual History operates within the context of state, national and world history.

**Before Getting Started:**

- As an educator, you want to motivate your students to see past their individual and family history and empower them to extend their historical understanding toward the local level. Spend some time at the local historical society and/or museum to get an understanding of available collections that can be utilized within your classroom.
- Make a visit to your local public library and see where published diaries and letters, as well as old newspaper collections may be housed. Ask about historical picture books that compare the “then-and-now” of the town.
- You want to be able to provide your students with research avenues outside of the Internet, in order to teach them how to effectively develop their skill level.

**ME State Common Core Standards (Grades K-5):**

**Topic: Writing (SS/History)**

**Research to Build and Present Knowledge:**

**K-2:** 7. Participate in shared research and writing projects.

**3:** 7. Conduct short research projects that build knowledge about a topic.

**4-5:** 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Topic: Reading (SS/History)**

**Key Ideas and Details:**

**K:** 1. With prompting and support, ask and answer questions about key details in a text.

**1:** 1. Ask and answer questions about key details in a text.

**2:** 1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

**3:** 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**4:** 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**5:** 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**Activity One (40 minutes) Intermediate 3-5:**

**Supplies Needed:** Paper, pencil, White Board or a Board to record notes, *Suggested Interview Questions* (see Figure 3.1)

**- Introducing History on the Local Level:**

Students will utilize their knowledge from the Individual and Family History lessons to learn how to organize people, places and events in a historical context.

**- Instructions:**

1. On a classroom board make two columns: *“What We Think We Know About Local History”* and *“What We Would Need To Research”*. Ask students what they think of when they hear the term *Local History* and jot down their ideas.
  
2. Pass out the *Suggested Interview Questions* and as a group, go over the questions that would need to be asked in order to conduct a Local History report. Ask students if they can think of any other questions. Who could they ask within the community to help answer the questions? What research sources are available to them? Encourage them to use local sources and not just the Internet.
  - 2a. You may encourage students to visit their local library in order to find informational texts. You may also wish to contact the local historical society to see if a member would be available to visit your class to help students answer questions. Remember the *Maine Memory Network* can also be a useful online resource.
  
3. Give students a set time frame to have local history questions answered. Ask students when researching to be aware of dates, as well as events and to site sources.

Optional: You may ask students to recreate a grid upon completion of the project depicting the following column headings: Class Knowledge, Local History Questions and Answers, Information Sources, and Future Research.

**Figure 3.1 – Suggested Interview Questions**

1. What was the local geographic area like before this town was settled? In the early days of its settlement? Now?

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2. What people first settled this area? Why did they come here? When?

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3. Who settled here later? When? What drew them to the area?

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4. What religious or ethnic groups settled here? Has it changed?

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5. How did early settlers earn their living? Has that changed? How so?

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6. How was the community or town “laid out”—neighborhoods, streets, major city buildings?

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7. How were early houses built and furnished? Has that changed over the years? How and why?

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8. What industries represent the majority of the population now (i.e., steel mills, electronics, technological manufacturing, farming, dairy farms, etc.)?

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**- Activity One (one week of 40 minute lessons) Primary K-2:**

**Supplies Needed:** Paper, pencil, White Board or a Board to record notes, books on local history depicting pictures and booklets.

**- Introducing History on the Local Level—My Local History Book:**

Students will utilize their knowledge from the Individual and Family History lessons to learn how to organize people, places and events in a historical context. Students will then create a Local History Book as they begin to learn about their community.

(Use Your Discretion When Choosing Timeline Events. Remember, to include things your students will easily recall and events that can further their education. The length of student books is your choice and you can add additional lessons).

**- Instructions:**

1. Set aside one week of time for this activity. In preparation, make sure to contact your local library or historical society to locate books on your local history to share with students. Prepare story/picture booklets in advance, as students will be creating a My Local History Book recording their learned events daily (see example below).

2. A Local History timeline can be overwhelming to both young children and to you as an educator. By choosing the events that you will share with children and exposing children to their Local History through the use of select texts and pictures students will gain a clearer understanding.

Student Drawing Here

Today I learned that my  
town's first people were  
the Native Americans.

Page 1

## **Activity Two (40 minutes) Intermediate 3-5:**

**Supplies Needed:** Answers to local history background questions, large piece of bulletin or butcher paper, marker, books from the public library, maps and other research resources to begin activity.

### **- Local History Timeline:**

Working with students, develop a timeline showing your town or community's history. You may want to contact local resources, (the historical society or public library), prior to introducing this lesson to find out if a timeline for your community already exists, and utilizing the *Maine Memory Network* online may prove useful.

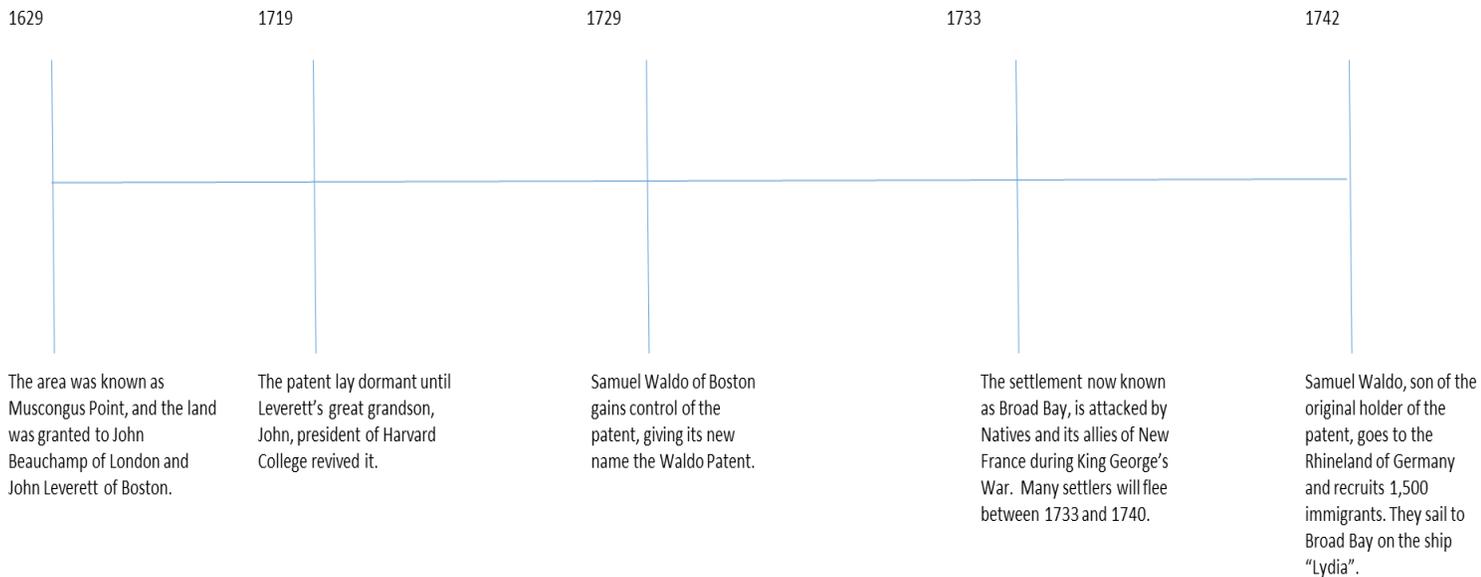
Please Note: Students may have timeline templates available to them through Apple or Microsoft Software. It is your decision for students to utilize such programs in the development or completion of this project.

### **- Instructions:**

1. Begin the local timeline with the first significant documented date, (i.e.: the date the region was named a territory). Make sure to include dates with regard to military, economic and political interest as the timeline evolves, and include any famous and/or influential people. Use books from the public library, local resources and the Internet, (as a last resort for dates may be inaccurate), for research purposes. Students should have sources cited from the local history background questions; reducing error. Once you have the basis of the timeline set, students can refer and add to during the week or a timeframe you have set. (See Figure 3.2).
2. Explain to students that there will be several uses for the new timeline. Students will begin to build a local timeline, and will use it to study cause and effect—understanding what events occurred in the past, and why they occurred.
  - 2B. Start to ask your students to think about the context of an event.
    - How did the mindset of the people during a certain time period shape the outcome of an event?
    - How does the event connect to what came before it and what comes after it?
3. You can then assign individual research projects to students based on the timeline findings (i.e.: Students may have found that shipbuilding was an industry leader during the 1800's. What famous vessels came out of the town's shipyards? Captains? What happened to them?) You have the choice of having the student make a timeline based on their research event in local history. (See Figure 3.3).

4. (Optional): You can make an individualized plan for students whose families have lived in the community for generations by incorporating their Family History into a Local History timeline. Students will gain further perspective, especially if their ancestors were some of the first settlers and worked in the industries your community is known for. The study of cause and effect will have a stronger meaning to these students. Have them report the finished project to the class—it will put history in a new light for these students. (See Figure 3.4).

**Figure 3.2 – Local Timeline (Waldoboro, ME)**



**Figure 3.3 – Local Timeline Specified Event (Waldoboro, ME)**



### **Activity Two (40 Minutes) Primary K-2:**

**Supplies:** A map from 100 years ago of your community, a white board or easel, markers and student addresses.

#### **Community Map:**

Students will be introduced to the concept of mapping and learn to note differences between their community in the past and present.

#### **Instructions:**

1. The town office, public library or local historical society will be resources to utilize in order to obtain a copy of a map depicting your community from 100 years ago. Study it and be sure to know the current addresses of your students before this lesson.
2. Show students how the community was laid out 100 years ago by drawing a simple map on the board or easel. Be sure to indicate the following: where the mall or shopping centers are now and what was once there, where the school is now and what the location once looked like, as well as other popular community buildings and places of entertainment. Put x-marks on locations where students now live, to show their current homes' proximity to woods, meadows, farmlands and so on, from 100 years ago. Show expansion of the original settlement by drawing dotted lines around it.
3. Ask students to write down their thoughts of what their property once looked like. Has it changed? Has it stayed the same? Was their road even developed?
4. Have a classroom discussion on how students feel life would be like 100 years ago, based on the map. What was there to do for entertainment? What chores might they be responsible for?
5. Ask students to draw a map of their property when they go home tonight. You can begin by saying, "Stand on your front door step and look out, what do you see? Draw it." Demonstrate to students how they will eventually incorporate their house on their property. Share drawings the next day in class.

### **Activity Three (60 minutes) Intermediate 3-5:**

**Supplies Needed:** A map and a set of directions per group, (See Figure 3.5), a box and several objects pertaining to an era of history.

#### **Vocabulary:**

Contextualizing History consists of four parts:

- Placing all events into their proper context.
- Deciding what previous events had an impact on the event/place/person in question.
- Deciding what impact cultural forces have on an event/place/person in question.
- Understand what events come before or after the event/person/place you are studying.

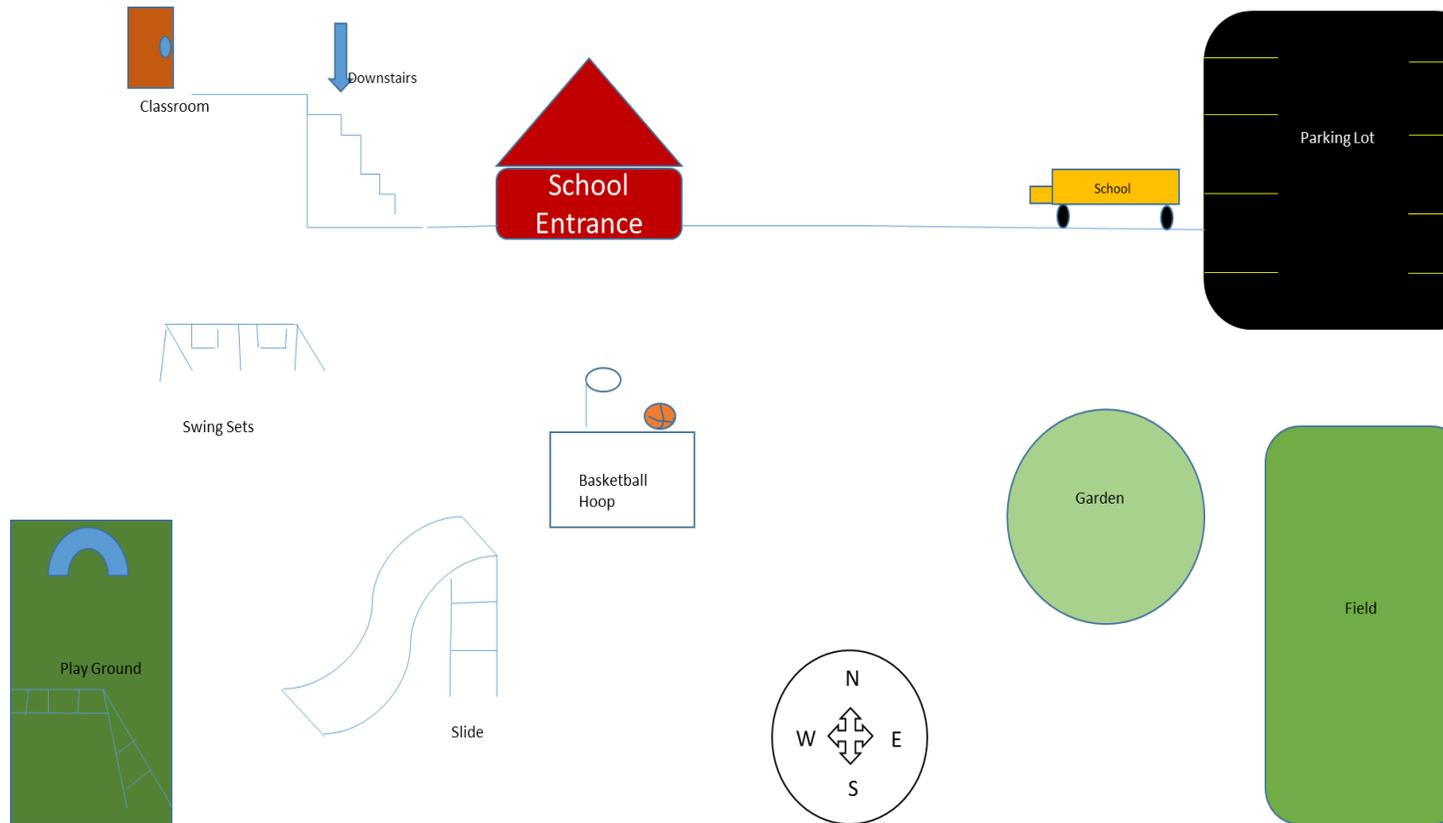
**- Exploring a Time Capsule:**

Your class has now experienced three layers of history; it's time to expose them to the state, nation and world with this activity. Students will begin contextualizing history with this exercise.

**- Instructions:**

1. Plan this activity in advance. Choose an era of history, (i.e.: the 1960's), and put together a box of items pertaining to this era. Leave a few extra items out that pertain to the selected era, as well as, the location students will find them. (This may be done either indoors or outdoors).
2. Put students into small groups, (five or six will work), and give each group a map and a set of directions. Each group has a different starting point and will follow the directions to find a hidden object. The object will be something from the era you have chosen and will somehow link the location to the era. (I.E. a photograph depicting commencement from 1960 on the field of the school, or a band badge found in the music room from the same era. Your school administrators would be a great resource for collecting school related items).

**Figure 3.5 – Map Example**



**Figure 3.5 –Directions Example**

1. Leave the classroom and head east down the hall.
2. Turn west at the water fountain and head down the stairs.
3. At the foot of the stairs head north.
4. You should be standing at the school entrance; face the playground with your back to the school and position the map so that it matches how you are standing (i.e.: the school is behind you).
5. Take 10 steps West from where you are standing.
6. Head 20 steps South. Once there, look around you. Clue: Baseball players do this while at bat.
7. What goes up, must come down. Run to this location and find your first clue.
8. Read the note attached to the clue and follow the directions. Be sure to take your clue with you as you head to your final destination.
9. On the way, try to guess what the object in your hand is and what era it is from.
10. Join the others at the location of the time capsule box.

3. Leave instructions on where to find the time capsule with the object each group will find. Don't make it too easy for students; you want them to use the map, problem solve and work together as a team.
4. Once all groups have met up at the location of the "buried" time capsule, have students return to the classroom. Don't give anything away, but ask them to look at the objects the other groups have found.
5. Open the time capsule and share each item. A large group discussion should take place to determine the era and how these items would have had an impact on their lives today on the local, state and national level. Do any of the items have a world impact?
6. Discuss the purpose of a time capsule and brainstorm what could be put in a time capsule to depict today's era.

### **Activity Three (50 minutes) Primary K-2:**

**Supplies:** *Sample Letter*, *Figure 3.6 Scavenger Hunt*, a camera or drawing paper.

#### **Community Scavenger Hunt:**

Students will learn about the importance of the passage of time by finding community artifacts that are at least 100 years old.

#### **Instructions:**

1. Involve students' entire families by sending home a letter describing a community scavenger hunt. Your hope is to challenge students' and their families to find community artifacts that are at least 100 years old.
2. Hand out *Figure 3.6 Scavenger Hunt* and discuss with students some of the possible artifacts available within their community. Encourage students to share which family member they would like to do the scavenger hunt with, and how the student could ask this family member.
3. Set a deadline for the assignment. Be sure to let students know that if a camera is unavailable to them at home, a drawing of the artifact is acceptable for this project. Also remind students that the library and other community members are a great source of information, should they become stuck on this assignment.
4. Upon collection of photographs and drawings, have students write a paper on their findings and what they have learned. Display their papers, photographs and drawings on a bulletin board entitled "Scavenger Hunt".

5. You may choose to have students share their work in class.

**Dear Parent/Guardian:**

We are currently learning about the history of our community. A great way for your child to understand their Local History is for them to experience it for themselves.

Your child needs your help to complete a community based scavenger hunt. Our class is looking for community artifacts that are at least 100 years old. Please see the attached sheet for a list of suggestions.

Students are expected to walk through their community with a family member and photograph or draw, (should a camera be unavailable to them), our community's artifacts. All photographs and drawings will be collected on:

**DATE:** \_\_\_\_\_

Be sure to have your child mark on the back of the photograph or drawing what the artifact is, as we will be posting their findings in class. Students have been encouraged to visit their local library or seek alternative sources in order to gain information about our community's artifacts if they become stuck.

Thank You.

\_\_\_\_\_  
(Teacher)

### Figure 3.6—Scavenger Hunt

#### Can You Find?

1. A Church?            Yes \_\_\_\_\_ No \_\_\_\_\_
2. A Statue?            Yes \_\_\_\_\_ No \_\_\_\_\_
3. A House?            Yes \_\_\_\_\_ No \_\_\_\_\_
4. A Library?           Yes \_\_\_\_\_ No \_\_\_\_\_
5. A City Hall?        Yes \_\_\_\_\_ No \_\_\_\_\_
6. A Monument?      Yes \_\_\_\_\_ No \_\_\_\_\_
7. A School?           Yes \_\_\_\_\_ No \_\_\_\_\_
8. A Museum?         Yes \_\_\_\_\_ No \_\_\_\_\_
9. A Park?             Yes \_\_\_\_\_ No \_\_\_\_\_
10. A Lighthouse?    Yes \_\_\_\_\_ No \_\_\_\_\_
11. A Farm?            Yes \_\_\_\_\_ No \_\_\_\_\_
12. A Business?      Yes \_\_\_\_\_ No \_\_\_\_\_
13. A Shipyard?       Yes \_\_\_\_\_ No \_\_\_\_\_
14. A Cemetery?      Yes \_\_\_\_\_ No \_\_\_\_\_
15. A Tree?            Yes \_\_\_\_\_ No \_\_\_\_\_
16. A Road?            Yes \_\_\_\_\_ No \_\_\_\_\_
17. A Fort?            Yes \_\_\_\_\_ No \_\_\_\_\_
18. A Person?         Yes \_\_\_\_\_ No \_\_\_\_\_
19. A Flag?            Yes \_\_\_\_\_ No \_\_\_\_\_
20. A Newspaper?    Yes \_\_\_\_\_ No \_\_\_\_\_

## **Lesson Four**

### **How Does Local History Prepare You For State History?**

**Objective:** Students have explored their Local History and have an understanding of event sequencing. Students will be introduced to their State History and carry their knowledge with them as they transition into their next learning phase.

#### **Activity One (60 Minutes) Intermediate 3-5:**

**Supplies Needed:** Texts, Historical Writings, Maps, and Internet access, a large piece of bulletin or butcher paper, a marker, and a State Timeline with only the Dates written.

#### **ME State Common Core Standards (Grades 3,4,5):**

#### **Topic: Reading (SS/History)**

**Range of Reading and Text Complexity:** 10. Read and comprehend complex literary and informational texts independently and proficiently.

#### **- Constructing the State History Timeline:**

Students will work independently on an event in State History and research how and why the event occurred, as well as connect the event to the national or world events of its time period.

#### **- Instructions:**

1. Constructing a timeline based on State History can be an extensive project, but it doesn't have to be if you choose specific topic areas to explore. You will prepare a timeline and only mark the dates that correspond to the State History events you choose for students to research. Students will still realize cause and effect of events, as well as be able to make the connection with national and world events.

1a. Research sources to consider for students: Finding Katahdin and the *Maine Memory Network* ([http://www.mainememory.net/schools/schools\\_FK.shtml](http://www.mainememory.net/schools/schools_FK.shtml)), town histories and Maine Registers as well as old newspaper articles for library research.

2. Give each student a card with a specific event from state history and explain to students that they will need to prepare a research paper based on this event. Tell students that the timeline is blank except for the dates, and that when researching they will need to be able to accurately place their event on the timeline when finished.

3. You may choose to take your students to the library to utilize Encyclopedias and other texts in order to research their event. You may choose the length of the paper, but keep in mind students should convey the following within their research: Why and when did the event occur? Who was effected by the event? What was the outcome? What did the student learn from this event and does it affect them on a personal level today?

### **Activity One (40 Minutes) Primary K-2:**

**Supplies Needed:** Access to State of Maine symbols, books depicting illustrations, *Figure 4.1 State Facts and Symbols*.

#### **- State Symbols:**

Students will learn the symbols that represent the State of Maine as they are introduced to State History.

#### **- Instructions:**

1. Hand out *Figure 4.1 State Facts and Symbols* and use class time to answer the questions with students. Utilize illustrations to depict the state symbols. Encourage classroom discussion.

### **Activity Two (60 Minutes) Intermediate 3-5:**

**Supplies Needed:** Basic maps of State of Maine depicting geography (check with your local library or the State of Maine Archives to obtain maps).

#### **- Basic Geography:**

Students will learn State of Maine basic geography and map reading to prepare them for their next learning phase.

#### **- Instructions:**

1. Prepare maps and sources for students to utilize during class time. Be sure to explain to students how they go about reading a map and point out basic map tools (ie: the legend or key, compass rose).

2. Be sure to have students make note of bodies of water, mountains and other geographic landmarks. Ask students to name the places they have visited and locate on a map.

**Figure 4.1—State Facts and Symbols**

1. State Abbreviation: \_\_\_\_\_
2. State Capital: \_\_\_\_\_
3. Largest City: \_\_\_\_\_
4. Highest Point: \_\_\_\_\_
5. Bordering State: \_\_\_\_\_
6. Bordering Country: \_\_\_\_\_
7. Bordering Bodies of Water: \_\_\_\_\_  
\_\_\_\_\_
8. State Nickname: \_\_\_\_\_
9. \_\_\_\_\_ State  
Motto: \_\_\_\_\_
10. State Animal: \_\_\_\_\_
- 11: \_\_\_\_\_ State  
Bird: \_\_\_\_\_
12. \_\_\_\_\_ State  
Insect: \_\_\_\_\_
13. State Flower: \_\_\_\_\_
14. State Berry: \_\_\_\_\_
15. State Gemstone: \_\_\_\_\_

**Activity Two (one week of 30 minute lessons) Primary K-2:**

**Supplies Needed:** Books depicting State of Maine events, select texts and student booklets.

**- My State of Maine Book:**

Students will create a booklet of select State of Maine events as an introduction of State History. They will utilize this knowledge in future grade levels as State History becomes more prominent in the learning curriculum.

**- Instructions:**

1. Similar to how the Local History booklet was comprised, you will select basic events for students depicting State of Maine history. Students will create a booklet where they will write down the event, what was learned and an illustration depicting the event.
2. Make sure to encourage students to discuss events and to check for understanding. The idea of the booklet is to create a visual timeline for younger children that emphasizes state history but is not overwhelming for both student and teacher.

## Resources

[http://wingsprogram.weebly.com/uploads/1/6/6/2/1662995/student\\_autobigraphy.pdf](http://wingsprogram.weebly.com/uploads/1/6/6/2/1662995/student_autobigraphy.pdf)

[http://atlasrodziny.pl/Biale\\_Blota/family-tree-diagram-for-kids-i11.jpg](http://atlasrodziny.pl/Biale_Blota/family-tree-diagram-for-kids-i11.jpg)

Hickey, Gail M. "Bringing History Home". Indiana University-Purdue University Fort Wayne. 1999 Allyn & Bacon.

<http://www.rootsweb.ancestry.com/~cokids/forms/pics/pedigree.gif>