

## **Project Clio Unit: My Place in History**

**Title of Lesson:** A History of Last Year (Lesson Six)

**Time Frame:** Two weeks

### **Standards Addressed:**

1. National Standard 4B
2. Alaska State Content Standards for History: B3, B4, D1

### **Social Studies Knowledge, Skills, Dispositions:**

- o Further developing a schema for history
- o Oral communication of historic reasoning
- o Graphic representation of basic autobiography

### **Learning Objectives:**

At the completion of this lesson, students will know and be able to:

- o Be able to use primary documents in talking about their personal histories.
- o Make personal decisions about what is meaningful in their personal histories.
- o Find and utilize 'outside' sources to gather information about their history.

### **Cooperative Skills Addressed:**

- o Think, Pair, Share Activity (Kagan)

### **Technology Inclusion:**

- o Students may use PowerPoint or other presentation software in the creation of their culminating product at the discretion of the teacher and as resources allow.

### **Materials Needed:**

- o Chart paper for teacher's think aloud and for group sharing
- o Teacher's journal of previous week
- o Graphic Organizer called '**A History of Last Year**' for each student
- o Alaska/Anchorage Journals for each student
- o Supplies for graphic autobiographies.

### **Prior to Lesson:**

Students are expected to:

- o Have prior experience using primary documents
- o Have a basic understanding of historical significance.

### **Opening Activity:**

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- o **Gather** students in group area.
- o **Say:** “Think back to when we discussed the history of our week. What types of things did we include in our histories? You may use your Alaska/Anchorage journals to help remind you.
- o **Call** on several students. Discuss their answers.
- o **Ask** students how difficult it would be to list the three most important events of last week without a journal. What about last year?
- o **Say:** “Today we are going to think about a history of last year. Spend one minute thinking about the important events in your life last year. Think about your previous grade level. Think about your family and friends. Think about holidays and celebrations such as birthdays. You have one minute to think about last year.”

### Lesson:

- o **Have** students pair/share and discuss the important events in their lives last year. Spend a few minutes on this.
- o **Ask:** “Did anyone find it difficult to think about what you did last year? What made this a difficult task?”
- o **Talk** about the importance of using 'outside' sources such as primary documents, pictures, and other people to help us 'remember' the past.
- o **Ask** if anyone moved to this school from another school in Anchorage. What about friends that moved away? Discuss the terms **Mobility & Migration**.
- o **Next**, have students pair/share events from last year & what 'outside' sources would help them to remember.
- o **Bring** students back together and share their thoughts.
- o **Ask:** “How do you decide what an important event is?” Discuss their answers.
- o **Say:** “Now it is time for you to think about your three most important events of last year. You will write these down on this organizer called '**A History of Last Year.**'
- o **Have** students work on their organizers. Circulate and assess students' historical reasoning.
- o **Have** students paste their organizers called '**A History of Last Year**' in their Alaska/Anchorage Journals.
- o **Discuss** the culminating project '**My Autobiography**'. Explain the rubric and product requirements.

### Assessment:

- o Use students' '**A History of Last Year**' to compare with their earlier baseline organizer '**A History of Last Week.**'
- o Have students make a diorama, poster, or some other graphic representation of their life's history. Students will be responsible for sharing this information with their classmates at the

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completion of this lesson.