

You Be the Historian!

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8th Grade

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District U-46

This learning activity was developed as part of the requirements for the Aurora University/District U-46 graduate credit course Technology: Improve Student Learning OEDS-6044, Spring 2006, under the guidance of Richard Levine

Learning Activity Summary

- Students will choose virtually anything and research it's history. They may choose anything from basketball to a ball point pen.
- Students will create a poster about their item and then decide which of the products are most important.
- Students will discover that everything has a history. Also, to fully understand something, students need to know it's history.

Goals and Curriculum Fit

- **State Goal 16:**
Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.
- **16.A.3a** Describe how historians use models for organizing historical interpretation
- **16.C.3c (W)** Describe the impact of technology (e.g., weaponry, transportation, printing press, microchips) in different parts of the world, 1500 - present.
- **13.B.3b** Identify important contributions to science and technology that have been made by individuals and groups from various cultures.

Bloom's Taxonomy

- **KNOWLEDGE** – identify facts about the item
- **COMPREHENSION** – summarizes history of the item
- **APPLICATION** – create a poster and present it to the class
- **EVAULATE** – decide which item is most important
 - come to a conclusion as to why history is important

Essential Questions

1. Describe what characteristics are necessary to be a Historian.
2. Why is it important to study the History of something?

Students will create specific sub-questions for their item. (who, what, when, where, why, etc...)

Students will not use inspiration.

STUDENT TOOLS

- **Conceptual Knowledge** – Students will have completed a KWL to prepare for the project. It is here they will activate prior knowledge and then come up with their specific questions that will guide them through their project.

Student Tools

- Research Skills – Using an LCD projector, I will demonstrate how to get on the following sites. A list of acceptable sites will be bookmarked on the computers:

Famous Inventions:

<http://inventors.about.com/library/bl/bl12.htm>

KidInfo:

http://www.kidinfo.com/American_History/Inventors_Inventions.html

Inventors and Inventions:

<http://www.enchantedlearning.com/inventors/indexb.shtml>

Food Timeline:

<http://www.foodtimeline.org/>

Levels of Technology

Adapting – Students can use books to locate the information however, using the internet would be much more efficient.

Learning Activity

- Students will be asked to become Historians for a few days.
- The students will be asked to think of an item they would like to research.
- Each class period will create their own rubric with me.
- They will be asked to make a KWL in order to activate prior knowledge and create their specific questions about their product.

Learning Activity

- I will demonstrate how to get to and navigate the web-sites using an LCD projector.
- Students will take notes on their topic while using the computers. We will spend 1 day in the computer lab. I will continually check the progress of the students.
- Students will then create a poster to show the history of their item.

Learning Activity

- Posters will be displayed throughout the room. We will have a “gallery walk” where students will walk around the room learning from their fellow historians.
- Students will nominate items that they believe are the most important to society OR the best project overall.
- We will have a discussion about the nominated items and take a vote to decide the two winners. The winning posters will be displayed in the Learning Center.

Assessment

Each class will help me create the rubric using *rubistar* and an LCD screen.

Here is an example:

http://rubistar.4teachers.org/index.php?screen=ShowRubric&rubric_id=1268560&