

COMMUNITY LIFE AND SCHOOLS

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OVERVIEW

In this activity students use primary and secondary sources to learn about local history and methods for preserving the past.

STANDARDS

- History Standard 1: Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
- History Standard 2: Students know how to use the processes and resources of historical inquiry.

OBJECTIVES

- Use primary and secondary sources to gather information about the community.
- Compare historical periods, past and present.
- Develop lists of ways the community might change and remain the same.
- Document the class “community” for one year.
- Preserve this information for future use.

INQUIRY QUESTIONS

- In what ways has your community changed over time?
- In what ways has it remained the same?

MATERIALS

- Historical photos and other primary sources about the history of your community.
- Local histories and other secondary sources about your community.

PROCEDURE

1. Use the K-W-L strategy (what students Know, what students Want to know, and what students Learned) to find out what the students know and want to learn about your community.
2. Brainstorm and list possible resources that could help them find out about the community. Sources could include community leaders, school alumni, and other people, as well as books and library resources. Collect the text resources for use in the classroom.
3. Ask students to predict how the community is similar/different today than it was in the past.
4. Use primary and secondary sources to test the students' predictions.
5. Using a two-column graphic organizer, list how your community has changed and remained the same.
6. Complete the L part of the K-W-L strategy.