

## **Multimedia Presentation of Local Community Sites**

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### **OVERVIEW**

Students will evaluate and select community sites for suggested preservation and share this information via a multimedia presentation. A partner school will learn about their community via this presentation and provide feedback about the presentation.

### **STANDARDS**

- History Standard 2.2: Students know how to interpret and evaluate primary and secondary sources of information.
- Reading and Writing Standard 5: Students read to locate, select and make use of relevant information from a variety of media, references and technology sources.

### **OBJECTIVES**

Students will be able to:

- Explain the value and purpose of historic preservation
- Develop criteria for determining historic preservation
- Informally debate attributes of sites
- Research information on a site
- Create and evaluate group multimedia stack

### **INQUIRY QUESTIONS**

- What makes the selected sites worthy of historic preservation?
- Why is it important to preserve sites?
- Are other items as worthy of being preserved as structures?
- What are the similarities and differences among the sites selected?

### **PROCEDURE**

1. CD-ROM use: Each class will view the Farming and Ranching/Businesses and Mining/Shelter sections to give examples of some types of structures to preserve. (You may also wish to consider using the Doing History Virtual Field Trips for this purpose.)
2. Discuss historic preservation. Why do students think these particular sites were selected for preservation via the CD?

3. A speaker from the Historical Society will present national criteria for historic preservation and information about buildings in our community. Those that are on the national register will be noted.
4. Each class will create their own criteria for selecting community sites that they believe should be preserved and be able to defend their criteria.
5. A parent letter discussing the project and the criteria will be sent home. With parent help, students will compile a list of 2-3 sites, information about the sites, and at least 5 reasons justifying each of their selections.
6. Each student will orally present an argument for one of his or her sites.
7. The class will discuss and select a group of "semi-finalists."
8. Attributes of each site will be informally debated.
9. Students will complete criteria rating sheets and vote for their top choices. The results will be tabulated and a predetermined number will be selected for each class (1 site for every 2-3 students.)
10. Groups of 2-3 students will research any information about their site on the attached research worksheet.
11. Each group will use the digital camera to take pictures of their site and will prepare a rough draft page layout incorporating picture and text. The group will complete at least one Hyperstudio card about their site and selected class members will create a title page and link the cards together.
12. The stacks will be exchanged between partner classes via e-mail. Each partner school will evaluate the other schools stack using 2 positive comments and one suggestion for improvement from each group.
13. Each school will use the suggestion for a final revision and sharing via e-mail of final products.
14. Students will share their final product with a selected audience.

## RESEARCH SHEET

Name \_\_\_\_\_

Approximate date of construction \_\_\_\_\_

Location \_\_\_\_\_

Size \_\_\_\_\_

Materials \_\_\_\_\_

\_\_\_\_\_

Architecture/Design \_\_\_\_\_

Builder/Designer \_\_\_\_\_

Use/Purpose \_\_\_\_\_

\_\_\_\_\_

Change over the years \_\_\_\_\_

\_\_\_\_\_

Interesting Facts \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## EXTENSIONS

1. Create an additional site card containing any of the following:
  - Quote from a primary source regarding the site
  - Other interesting facts with illustration
  - Other idea to be approved by teacher
2. Create a commercial, a poem or a song to convince others your site should be preserved.
3. Construct a model of your site.
4. Design a poster to support the preservation of your site or the idea of historic preservation in general
5. Write a story about your life as if you were a child who lived when the site was completed
6. Write a story set in the late 1800's or early 1900's about one day in the life of your building.
7. Script a video describing your site in greater detail.
8. Script and record an audio-guided tour of your site (similar to a museum-guided tour).
9. Dress up as a character related to your site and deliver a monologue explaining your relation to the site.
10. Compose a letter supporting the preservation of your site.
11. Research who or what would be the most influential person or agency to contact concerning the preservation of your site and write a paragraph explaining your selection. Provide a rationale for your decision.
12. Collect and/or make 6-10 items related to the history associated with our site.