



EDUCATOR'S MANUAL

A curriculum guide with innovative activities and resources to supplement the teaching of national and local American History.

For teachers and youth group leaders reaching students in grades 2-12.

When you want to
improve
community schools—



We'll take you there.

Lowe's is proud to announce our Toolbox for Education school grant program. It gives parent groups the monetary tools they need to help improve their children's schools. From libraries to landscaping, painting projects to playgrounds, we help set the foundation.



*We proudly salute The History Channel® and their dedication
to education with the Save Our History® national initiative.*



For more information or to apply for a grant, visit
Toolboxforeducation.com



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Students mapping "The Acre," a historic industrial district in Lowell, MA.

All of us at **The History Channel**® are delighted to present the 2nd edition of the *Save Our History*® Educator's Manual. This resource is the centerpiece of a robust education program designed around *Save Our History*, our national initiative to support and promote local history education and historic preservation in communities across the United States.

Since the launch of *Save Our History* in 2003-2004, we have watched the initiative evolve behind a groundswell of public support and positive feedback. Over 20,000 educators at schools, youth groups, history museums, historic sites, and civic agencies have used our educational materials to teach over 250,000 students about their local history and the importance of preserving it for future generations.

In the fall of 2004, **The History Channel** launched the *Save Our History* Grant Program, committing \$250,000 annually to fund partnerships between schools and history organizations on innovative, educational community preservation projects.

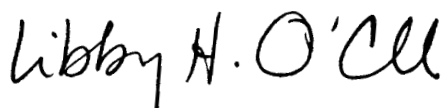
The History Channel has received industry awards and accolades for *Save Our History* and we are very proud of these accomplishments. Most importantly, however, we are proud to have touched real lives in real communities across this great country and to help ensure that our nation's historic treasures survive for future generations.

We thank Bank of America and Lowe's, whose generous support of our educational programming and community outreach efforts has made a big difference.

We look forward to another successful year and thank you for your interest in *Save Our History*.

A handwritten signature in black ink, appearing to read "Daniel E. Davids".

Daniel E. Davids
President
The History Channel

A handwritten signature in black ink, appearing to read "Libby H. O'Connell".

Libby H. O'Connell
Chief Historian
Senior Vice President, Corporate Outreach
The History Channel



THE WHITE HOUSE

Dear Educator,

I am delighted to introduce the new *Save Our History* Educator's Manual, the latest addition to the *Save Our History* curriculum. The History Channel, in conjunction with the national *Preserve America* initiative, has developed this education and preservation program to give you and your students an opportunity to join in protecting and restoring historical sites in your community.

In March 2003, President Bush established *Preserve America* in cooperation with the Advisory Council on Historic Preservation, the U.S. Department of the Interior, and the U.S. Department of Commerce. The aim of this initiative is to encourage preservation activities by honoring community efforts to protect and showcase the heritage resources and historical sites of the United States.

The History Channel and *Preserve America* share the belief that knowledge of our nation's history is essential to the appreciation of our heritage. *Save Our History* provides teachers with lesson plans, ideas and incentives for student participation to engage young people in community preservation projects. The continued growth of this exciting program is strong evidence of the interest in our heritage waiting to be kindled in young people and adults, students and teachers, citizens and community leaders across our country.

I am sure that you and your students will enjoy the ideas and resources contained in this manual, and your school and community will reap the benefits of your involvement.

Sincerely,



A Message from NCSS

The National Council for the Social Studies (NCSS) is pleased to be partnering with **The History Channel®** on the *Save Our History®* program.

This partnership provides a wonderful opportunity for a mutually beneficial collaboration that will further strengthen *Save Our History* and help communicate this meaningful program to social studies teachers seeking high quality educational curricula for their students.

Founded in 1921, National Council for the Social Studies is the largest association in the nation devoted solely to social studies education. The mission of National Council for the Social Studies is to provide leadership, service, and support for all social studies educators.

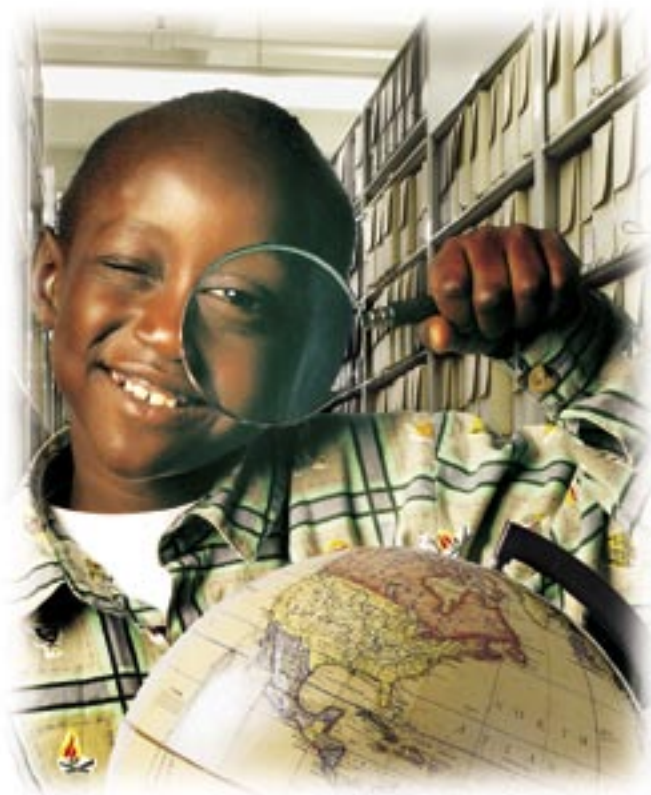
NCSS defines social studies as “the integrated study of the social sciences and humanities to promote civic competence.” Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. In essence, social studies promotes knowledge of and involvement in civic affairs. And because civic issues – such as health care, crime, and foreign policy – are multidisciplinary in nature, understanding these issues and developing resolutions to them require multidisciplinary education. These characteristics are the key defining aspects of social studies.

The *NCSS Expectations of Excellence: Curriculum Standards for Social Studies* provides an articulated K-12 social studies program that serves as a framework for the integration of other national standards in social studies, including U.S. and world history, civics and government, geography, global education, and economics. NCSS standards ensure that an integrated social science, behavioral science, and humanities approach for achieving academic and civic competence is available to guide social studies decision makers in K-12 schools. For more information, please visit: socialstudies.org/standards/.

We invite you to explore our organization and to take part in a variety of opportunities through which you can meet and exchange ideas with colleagues; test or expand your leadership skills; and increase your professional contacts. For more information, please visit our website at socialstudies.org. If you are interested in joining NCSS, please visit: socialstudies.org/membership.

Join Us at the NCSS Annual Conference

Join your colleagues every year at the NCSS Annual Conference! The NCSS Annual Conference is the premier professional development event for the social studies community. With more than 300 educational sessions, workshops, and interactive clinics, as well as hundreds of exhibit booths that showcase the latest products and services for the classroom teacher, it brings together thousands of educators from the United States and across the globe. For more information about the conference please visit: socialstudies.org/conference.



Educator Introduction

The History Channel® has created the *Save Our History*® Educator's Manual to provide an engaging, interactive way for young people to study American History and appreciate their community's unique heritage. In this booklet, you will find the tools you need to incorporate local history resources into your American History and social studies lessons and to introduce students to the concept of preservation. If you have an interest in extending this curriculum beyond in-class study, we provide a variety of tools to help you do so. Articles from America's leading preservation institutions demonstrate the importance of preserving our national heritage and describe how teachers and students can make a difference locally. Instructional "How To" project guides from past *Save Our History* grant recipients provide classroom-tested best practices to adapt for your own students. Our *Preservation Resources* component provides links to websites that can help you identify, contact, and utilize relevant resources.

The development of these educational materials reflects two years of feedback gathered from the education community and a team of leading educators from the NCSS. Ten dynamic hands-on lesson plans will be available via email every month, (see chart). Teachers will be able to download and save these lesson plans, then apply them when their in-class curriculum is most relevant to the content and concepts they cover.

NEW *Save Our History* Lesson Plans and Activities

These lesson plans will help educators teach preservation and local history through a curriculum that:



Pittsburgh residents on the historically themed "Main Street Scavenger Hunt" created by historians and students to help build awareness about historic buildings on South Side.

- Utilizes key topics in American History to help teachers make connections between national and local history
- Links with state history standards in all 50 states and the District of Columbia
- Includes all necessary background information and source materials
- Employs innovative activities, exercises, worksheets, and classroom projects that help students explore each topic and corresponding content
- Incorporates project extensions that build upon each lesson plan through local history and community-based service learning preservation projects

Each month will feature three lesson plans based on the topics below. One lesson will be designed specifically for elementary, one for middle, and one for high school grade levels. However, the concepts, activities, and projects in each can be adapted by teachers to suit any grade level and can be used by teachers during one or two class periods. **To sign up for your additional *Save Our History* lesson plans via email, please visit saveourhistory.com.**

Taking *Save Our History* out of the Classroom and into Your Local Community

We also encourage you to develop educational partnerships with a museum, historical society, preservation organization, library, or archive in your community. These local history organizations bring the study of history to life by helping teachers and students make a connection between their own lives and their community heritage. *Save Our History* helps develop the next generation of historians and preservationists. And, finally, it contributes to instilling a sense of civic pride and commitment among young people today.

Save Our History Monthly Topics

Lessons Plans available exclusively online at saveourhistory.com

September	The U.S. Constitution
October	Exploration, Settlement, and Colonization
November	The American Revolution and Independence (contained within this manual)
December	Westward Expansion

January	The Civil War
February	The Industrial Revolution
March	The Great Depression and the New Deal
April	World War II
May	The Civil Rights Movement
June	International and Global Studies

Sign Up Now! for FREE monthly American History lesson plans at saveourhistory.com

Save Our History The National Initiative

Save Our History® is a national program launched by **The History Channel**® in 2004 to demonstrate the network's commitment to supporting local history education and historic preservation efforts in communities across America. We are proud to be working with Preserve America, a White House initiative committed to saving our nation's heritage, on this important endeavor.

Save Our History includes:

Educational Resources for Teachers and History Organizations

For those educators interested in receiving dynamic American History lesson plans and enrichment activities for elementary, middle and high school students on an ongoing basis, **The History Channel** offers additional FREE *Save Our History* lesson plans, delivered monthly via email. To sign up via email please visit saveourhistory.com/educators/manual.jsp.

Save Our History National Honors

To encourage and recognize outstanding work within our nation's schools, **The History Channel** will honor 25 teachers and 25 students who demonstrate exceptional commitment to local history education and historic preservation through their participation in *Save Our History*.

Teachers can apply for cash prizes of \$1,000 and students can apply for \$1,000 scholarships. **The History Channel** will select a *Save Our History* Teacher of the Year, who will receive a \$5,000 cash honorarium, and a *Save Our History* Student of the Year, who will receive a \$5,000 scholarship. Both honorees will be recognized at the *Save Our History* National Honors event in Washington, DC in May 2006.

See page 44 for more information.

The Save Our History Grant Program

As an extension to *Save Our History* classroom lesson plans and activities, **The History Channel** encourages educators to partner with museums, historical societies, historic sites, archives, libraries, and other local history organizations to help make history come alive for students. Recognizing that funding to support these efforts is limited, **The History Channel** is proud to commit \$250,000 annually to support collaboration between schools or youth groups and history organizations on projects that teach children about their local heritage and actively engage them in its preservation. Grants of up to \$10,000 will be awarded. For deadlines, guidelines and criteria, and to apply for a *Save Our History* grant, please visit saveourhistory.com.

See page 45 for more information.



From the Custodians of American History



The Johnson House, which was a stop along the Underground Railroad, was a site for a student archaeological dig in Philadelphia, PA. Photo credit: Horry Rumph

In the following pages you will find articles from leaders in the field of history and preservation, representing the nation's foremost preservation institutions, including the *National Archives*, the *National Park Service*, the *National Trust*, and the *Smithsonian National Museum of American History*. These institutions are the custodians of our national history and culture. They preserve and maintain our nation's documents, our physical and natural resources, our neighborhoods, buildings and sites, and our historic artifacts. Because of their efforts, teachers, students, American citizens, and visitors to the United States can enjoy and explore our historic treasures and better understand who we are as a nation and where we came from.

In addition to discussing each organization's specific role as a custodian of our history and heritage, each author provides a case study describing efforts to preserve significant aspects of our nation's history. The Declaration of Independence, the Star-Spangled Banner, the battlefield at Antietam, and a historic main street in Savannah, Georgia each tell a story about a specific time in our country's past. Without them, a part of our nation's history, a part of us, would be lost.

Save Our History® emulates on a local level what these institutions accomplish nationally. The following articles explain how you and your students can contribute to preservation efforts locally and access valuable educational resources online. As your students study and help preserve their local history, you can turn to these articles for guidance and inspiration. By connecting your students' work to the important efforts of some of our nation's most respected historical institutions, these articles can help them understand how their local history contributes to telling America's story.

You can reproduce these articles for use in the classroom during units on the American Revolution, the War of 1812, and the Civil War. They can be used to emphasize the importance of primary resources and historical analysis, in economics or civics classes, or as the basis of a history-themed service-learning project.

Important historic resources exist in every community and in every household. *Save Our History* helps you take advantage of these important educational tools. We hope the following articles will inspire your students as they endeavor to learn about and help preserve their own local history.



Students and community members in Haines, Alaska restored a friendship pole, which was re-installed outside of the school.



Preserving Our Nation's Historic Documents

By Allen Weinstein, Archivist of the United States
NATIONAL ARCHIVES AND RECORDS ADMINISTRATION

On the east side of the main National Archives Building in Washington, DC, an inscription reads: "This building holds in trust the records of our national life and symbolizes our faith in the permanency of our national institutions." These 22 words get to the heart of what the National Archives and Records Administration (NARA) does and why we do it.

The National Archives Role as Custodian of Our Historic Documents

The National Archives is a public trust that preserves for the American people – among other documents – the fullest record of all three branches of our national government and ensures continuing access to it. From the Declaration of Independence to the first White House website, our records help to tell the story of America. Our holdings include billions of textual documents; millions of still photographs; hundreds of thousands of reels of motion picture film and sound recordings; millions of maps, architectural drawings, and aerial photographs; and extensive electronic records.

What Makes a Document Worth Preserving by The National Archives?

The vastness of our holdings is due to federal law; federal agencies are required by law to document their work on behalf of the citizens of our country and are required to send the important (permanently valuable) materials to us. So, the volume of our holdings, especially electronic records, is constantly growing, as is the variety of media.

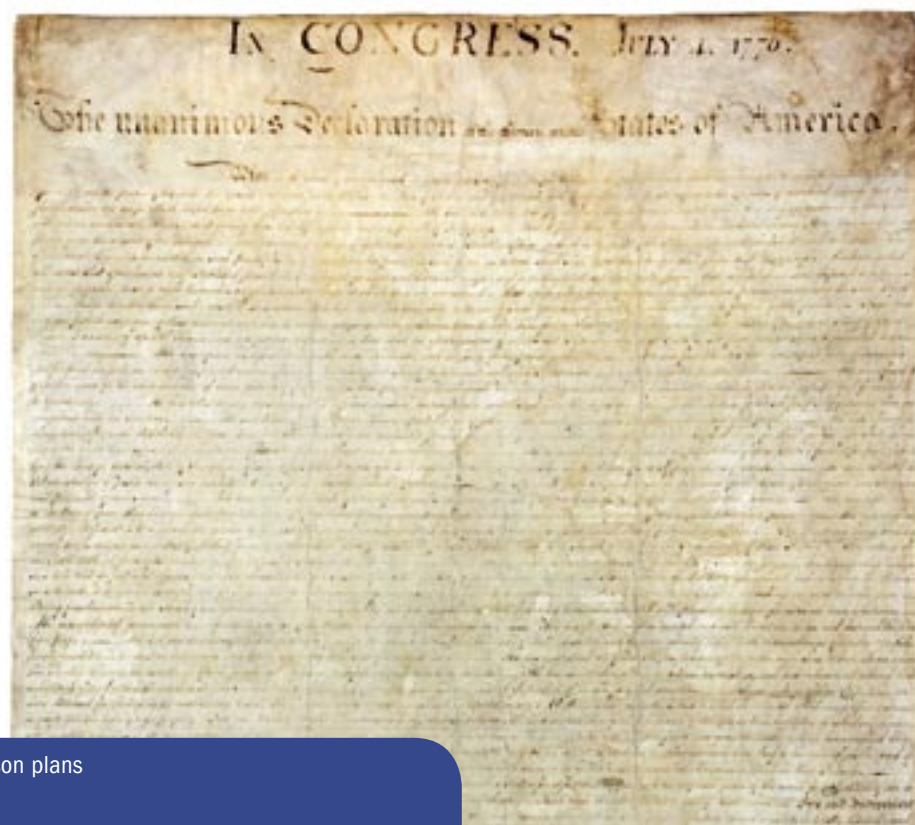
Our headquarters building in Washington, DC holds over a billion pages of documentation. From paper to parchment, glass plate negatives to high resolution digital files, and punch cards to CDs, the preservation challenges presented by government records are enormous. But because these records belong to the citizens of the United States and they document our common heritage as Americans, they must be preserved and made accessible, so that we can learn from them.

A Preservation Case Study

As artifacts, documents have histories of their own. Often, a document's past (who created it, who touched it, where it traveled, how it was stored, etc.) heightens its significance. Some documents even become symbols that transcend their content.

The Declaration of Independence, for example, is one of the most significant documents preserved by the National Archives. This symbol of America is unique in that not only do we want to preserve it, but nearly a million visitors want to see it each year – so keeping it out of sight in an acid free box, in a dark, cold room is not an option.

For nearly fifty years, it was on public display in the National Archives Rotunda in a specially designed encasement that in the early 1950s represented state-of-the-art preservation technology. In the 1980s, the National Archives had equipment built to achieve repeatable digital scans of one-inch square images of the parchment, which over time could be compared to see if the ink or parchment had changed. When early comparisons were made, there was both good news and bad news.



(Courtesy of the National Archives)



National Archives Rotunda. Photo by Carol M. Highsmith

The images did not reveal changes in the ink text, but it did show small crystals in the glass layers that rested on top of the document. The Archives staff decided that it was time to employ state-of-the-art techniques and materials to re-encase the document.

So, in 2001, while the Rotunda was being renovated, the Declaration was removed from public display for two years in order to receive conservation treatment and to be placed into a new encasement. The new encasement is capable of being opened to permit direct examination of the document, and is outfitted with instrumentation that permits staff to monitor conditions within the encasement, which is filled with the inert gas argon.

On September 17, 2003, the newly renovated Rotunda was rededicated and the Declaration of Independence is once again on public display, beautifully preserved for the one million annual visitors and for future generations.

How You and Your Students Can Learn About and Help Preserve Your Community's Historic Documents

Preservation encompasses the activities which prolong the usable life of historical records. Preservation activities are designed to minimize the physical and chemical deterioration of records and to prevent the loss of informational content. The importance of these tasks cannot be overstated.

Well-preserved materials are not simply reminders of the past – they are part of the past. Handling them allows us, quite literally, to touch the past and connect with it.

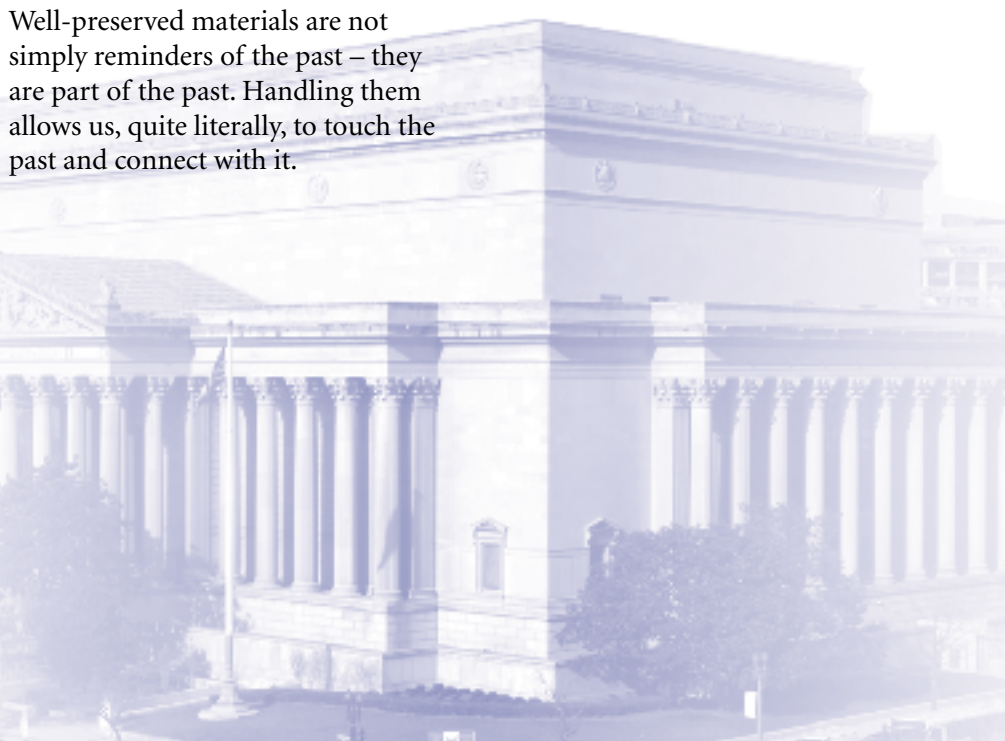
There is no better way to learn history than by using primary sources. Many of these activities can be performed – and often are – by individuals in schools and in private homes to preserve records of school activities and family papers.

Educational Resources from the National Archives

The National Archives website is a clearinghouse of information and educational resources for teachers interested in exploring and using historic documents in the classroom. Nearly thirty years ago, the National Archives pioneered the Teaching with Documents program to make federal records accessible to classrooms and to encourage teachers to use archival sources as learning tools.

To explore the Teaching With Documents program and the National Archives' other educational resources, please visit [archives.gov/education](https://www.archives.gov/education).

National Archives Building in Washington, DC.



Preserving Our Nation's Historic Resources

By Carol Shull, Chief of Heritage Education Services,
National Park Service and former Keeper of the National Register of Historic Places
NATIONAL PARK SERVICE, U.S. DEPARTMENT OF THE INTERIOR

America's historic places embody our unique spirit, character, and identity. They tell compelling stories that make our heritage real. Preserving historic places as living parts of communities helps us understand the sweeping diversity and magnitude of the American experience. Americans need to document, recognize, and preserve this evidence of what each generation has created, achieved, and experienced to chronicle our progress, teach us about our history, and enrich the quality of life for ourselves and future generations.

The National Park Service's Role as Custodian of Our Natural and Historical Treasures

The National Park Service, U.S. Department of the Interior, provides leadership and assists in preserving

and telling the stories of historic places not only in national parks but in communities nationwide. While national parks may have either natural or historic values or both, most have been added to the National Park System primarily for historic or cultural significance. Ancient habitation sites that illustrate how Native Americans lived; battlefields and forts; homes and work places of presidents, inventors, civil rights leaders, artists, writers, and famous American women; industrial buildings; farms; canals; ships; internment camps; and a Cold War missile silo are just some examples.

The National Park Service is also responsible for expanding and maintaining the National Register of Historic Places. The National Register

now includes about 1.4 million historic properties recognizing not only historic areas in the National Park System and National Historic Landmarks significant to all Americans, but also historic properties of national, state, or local significance nominated by states, federal agencies and Indian tribes. Its primary goals are to foster a national preservation ethic, promote a greater appreciation of America's heritage and increase and broaden the public's understanding and appreciation of historic places. The National Register helps preserve historic properties by recognizing and publicizing their values, making them eligible to apply for federal preservation tax incentives and grants, and assuring that they are considered in the planning of federal projects.

What Makes Historic Places Eligible for Listing in the National Register?

The National Register criteria for evaluation are designed to recognize historic places that reflect the contributions of all our people to the country's history and heritage. The quality of significance in American history, architecture, archaeology, engineering, and culture is present in districts, sites, buildings, structures, and objects that retain their essential historic character and that meet one or more of the four specific criteria. To be eligible for listing, a historic place may represent important historical trends and events; reflect the lives of significant persons; illustrate distinctive architectural, engineering, and artistic design achievement; or impart information about America's past.



Frank Lloyd Wright's Fallingwater, Pennsylvania. (Courtesy of the National Park Service)

A Preservation Case Study

The National Register counts among its many listings such famous historic places as Thomas Jefferson's Monticello and Martin Luther King Jr.'s home, Taos Pueblo, Mesa Verde National Park, the Frank Lloyd Wright-designed house, Fallingwater, and Cape Canaveral, among others including bridges, boats, farms, and many commercial and residential neighborhoods. One example, the Savannah Historic District in Georgia, is recognized for its distinctive grid plan devised by General James E. Oglethorpe, founder of the British colony of Georgia in 1733, as well as for its 18th and 19th-century architecture. Its citizens have preserved this premier example of a local historic district that has benefited from the historic preservation programs administered by the National Park Service.

How You and Your Students Can Learn More About and Help Preserve the History of Your Local Community

Learning from historic places in parks and communities is powerful – and transformative. Students of all ages more readily retain information, grasp meaning, and adopt new behaviors when directly involved with heritage sites. Participating in the preservation of historic places nurtures an aware citizenry engaged to a greater extent in American public life and in the future, identity, and quality of life in communities and the nation. The National Park Service is dedicated to preserving historic places and to helping people of all ages understand the meaning and values of this irreplaceable heritage.

We invite you to visit the National Register's website at cr.nps.gov/nr, where lists and other information on registered historic places and how to become involved in protecting historic places in your community can be found. By searching the historic preservation theme index of the National Register's Teaching with Historic Places lesson plan series, teachers can quickly access lesson plans with activities for students such as identifying and evaluating



National Registration Homepage. (Courtesy of the National Park Service)

historic sites and nominating them for registration, creating photographic displays, or developing a conservation plan, promotional brochures or walking tours. All lesson plans include activities leading students to the history and historic places in their own communities.

Educational Resources for Teachers from the National Park Service

The National Park Service has developed educational programs and tools to use historic places as primary resources for teaching and learning about the interconnections of human culture and nature, natural systems, the values of America's diverse heritage, and the principles of democracy. Two useful websites, nps.gov/learn and cr.nps.gov, contain links to curriculum-based programs and lesson plans for national parks and community sites listed in the National Register of Historic Places and other information about cultural resources and how to protect them.

The NPS website at nps.gov is the gateway to all the units of the National Park System and their education programs, information on preserving America's history and culture in parks and communities, and NPS tools for learning.

Birth Home of Martin Luther King, Jr., Atlanta, Georgia.
(Courtesy of the National Park Service)

Preserving Our Nation's Historic Neighborhoods, Buildings, Homes and Sites

By Richard Moe, President
 NATIONAL TRUST FOR HISTORIC PRESERVATION

What's the difference between reading about Frank Lloyd Wright and visiting his home and studio in Oak Park, Illinois? Both can tell you about the life of a great American architect, but only his home and studio surrounds you with the same places and sights that inspired him and that he used to inspire others. It's something we can share with Wright, even though he lived there a century ago.

The National Trust's Role as the Custodian of Our Nation's Historic Places

At the National Trust for Historic Preservation, we work with millions of people each year to save places just like the Frank Lloyd Wright Home and Studio; we'd never allow these nationally significant landmarks to be lost. But the National Trust also works to preserve places that tell a community's story: the house that's been part of a family for generations; the school that children have attended for decades; the church, movie theatre and hardware store on Main Street. They link us with our past and help us understand who we are. It's not just that history happened – it's that it happened here.

What Makes a Historic Place Worthy of Preservation?

Older buildings embody our history, and that's one reason why it's important to save them. But that isn't the only reason.

Many older buildings are important – and worth preserving – simply because



Studio at the Frank Lloyd Wright Home, Oak Park, IL. (Photograph by Ron Blunt)

they're good to look at. They are "a gift to the street" whose style, textures, materials and charm (and maybe even eccentricity) enrich and enliven their surroundings. These buildings are worth saving because our communities would be less interesting, less attractive and less distinctive without them.

Other buildings are worth saving because they have plenty of good use left in them. Innovative examples of "adaptive use" can be found everywhere. Factories have been turned into convention centers, train stations reborn as restaurants, mills converted into shopping centers, office buildings transformed into apartments, and on and on. This process is good for the environment: think of it as the ultimate form of recycling.

A Preservation Case Study

Historic places often serve as valuable educational tools for teachers interested in bringing their American, state and local history curricula to life. It's hard to imagine that some of our historic treasures, including the places you teach about in class every day, could be endangered. By providing leadership, education, advocacy and resources, the National Trust helps organizations and individuals ensure that these important sites remain assets to teachers, students and all Americans.

For example, Antietam (Sharpsburg to many in the South) witnessed a defining moment in American history. It was near this small farming community that General Robert E. Lee's first drive into the North came to an end. This narrow Union victory prompted Lincoln to issue the Emancipation Proclamation, beginning the end of slavery in the United States. In the late 1980s, unfortunately, proposed development threatened the area surrounding what had become Antietam National Battlefield. Construction just outside the park could have destroyed the beauty and tranquility of the place where many of the battle's 23,000 casualties – the largest single-day total in American history – lie buried.

Recognizing the danger to this crucial spot, a coalition of non-profit organizations and government agencies – including the National Trust – dedicated themselves to saving the battlefield and its setting.

The state of Maryland alone has helped safeguard over 4,000 adjacent acres, leading to the creation of a program which protects the state's agricultural, natural, historic and cultural resources. Today, this coalition continues fighting to preserve a vital reminder of one of America's most trying and most triumphant times.

How You and Your Students Can Learn About and Help Preserve the Historic Places in Your Community

From the Antietam National Battlefield in Maryland to a high school in Boise, Idaho, and the oldest surviving McDonald's restaurant in Downey, California, we do our best on a national level to aid preservation efforts in communities across the country. Historic preservation offers solutions to many issues currently facing communities across

the country, including housing, transportation and threats to historic neighborhood schools. Our work starts locally, and you can help. There are a number of activities that will help you and your students preserve history while contributing to the health and welfare of your local community. For example:

- **Explore family history.** Ask your students to investigate the places that are significant to their relatives, including where their parents went to school or got married.
- **Ask neighbors about the neighborhood.** Encourage students to talk to people who've lived on their street for a long time. Find out what they remember about living there and about the people who have moved on.

- **Visit Main Street.** Traditional commercial districts often have appealing buildings and feature locally owned stores that are vital parts of the community.
- **Take a hometown tour.** Take your students to visit a historic site in your area or stop by the local historical society or museum.
- **Read all about it.** Every community has a book about its local history, and many have more than one. They're available at the local library (often a historic place itself) or at the historical society.

Educational Resources from the National Trust for Historic Preservation

The National Trust's website includes a variety of educational resources for teachers and students of all ages, including:

- **Preservation Case Studies -** Introduce your students to the process of preservation and how it involves a variety of different people.
- **The Preservation Atlas -** Find out what the National Trust is doing in your state, in your town – and maybe even in your neighborhood.
- **Historic Sites -** Discover a wide range of outstanding educational programs and materials – many freely available – from our sites across the country.

To find resources that can help complement your teaching of American, state, or local history, and to learn more about the National Trust for Historic Preservation, please visit nationaltrust.org.

The Oldest Surviving McDonald's Restaurant, Downey, California.
(Courtesy of the National Trust for Historic Preservation)





Preserving Our Nation's Cultural Resources

By Marilyn Zoidis, Senior Curator, the Star-Spangled Banner Project
SMITHSONIAN NATIONAL MUSEUM OF AMERICAN HISTORY

"You don't know what you've got till its gone" – these words from a popular song convey the need for historic preservation. The preservation of the nation's past – historic properties, material culture, public and private records, historic photographs, oral history, and recordings – allows each generation to pass on tangible evidence of another era to the next generation. Through these materials, Americans can explore the choices and decisions made by famous and ordinary people, individually and in groups, that shaped the nation. They provide a window into a world that no longer exists. Connecting to the past helps to ground us during times of change and turmoil. Connecting to the nation's past helps us to understand the American character.

The Smithsonian's Role as Custodian of Our National Culture, Heritage, and History

Chartered in 1846, the Smithsonian is uniquely situated to care for the nation's culture, heritage, and history. Tradition and public confidence make the Smithsonian the nation's premier repository. Americans rely on us to save our history, to care for the material evidence of the past, and to tell our national story to millions of visitors each year. The Institution's broad collecting mandate brings thousands of artifacts and documents into the national collections each year. Despite federal appropriations and increased private donations, we face challenges in caring for the materials collected over the centuries. Nonetheless, the staff employs the highest preservation standards to fulfill our responsibilities to the American people.



Muhammad Ali's Boxing Gloves. (Courtesy of the Smithsonian's National Museum of American History)

The Smithsonian's collections are vast and diverse. Preservation is an essential part of professional collections management. Once materials are accessioned into the collections, specialized conservators (for example, paper, textiles, paintings, metals, etc) survey and treat them before they are exhibited. Objects on exhibition are monitored so that environmental conditions are maintained – low light levels and consistent temperature and humidity levels. Exhibited objects are rotated off view after a specified amount of time. When not on exhibition, objects are stored in secured facilities, protected with archival materials, and monitored for stable environmental conditions. Because of the high cost of conservation, historical importance and exhibition relevance determine treatment priorities.

What Makes a Cultural or Historical Artifact Worthy of Preservation by the Smithsonian?

Each museum of the Smithsonian collects different objects consistent

with their different missions or purposes. As the nation's history museum, the National Museum of American History collects broadly across the American experience. The museum seeks objects, ordinary and extraordinary, whose stories and meanings are rich and complex, that have inherent worth, that both reflect and challenge the conventional wisdom, and that invite us to look deeper or broader. These objects and their documented contexts are critical to our responsibility to illuminate and interpret the larger themes of American history and form the foundation for research, scholarship, exhibition, public programs, and outreach.



Howdy Doody. (Courtesy of the Smithsonian's National Museum of American History)



Thus the collections at NMAH range from the simplest hand tools to the ENIAC computer; from the desk on which Thomas Jefferson drafted the Declaration of Independence to a Votomatic from the 2000 Presidential election; from Judy Garland's Ruby slippers to the hat Abraham Lincoln wore to Ford's Theater the night he was assassinated; from John L. Sullivan's bare-knuckle championship prize fighting belt to Muhammad Ali's boxing gloves; from fragile ceramics to a two-and-a-half ton Mormon sunstone; from unrivaled collections of scientific and medical instruments to the wooden puppet, Howdy Doody; from early locomotives and streetcars to Richard Petty's stock car and Lance Armstrong's bicycle; from the Woolworth's lunch counter at which protesters sat in the Greensboro sit-in of 1960 to the chairs that Archie and Edith Bunker filled in *All in the Family*. Numbering over 3 million objects, the museum's collections constitute a unique and irreplaceable representation of America's social, cultural, scientific and technological history.

A Preservation Case Study

The Star-Spangled Banner, the flag that inspired the national anthem, is among our most esteemed and valuable cultural artifacts. As such, it has received special preservation attention since it was donated to the Smithsonian in 1912. The flag's iconic status and its fragile condition require attentive monitoring. Treated at various times in the past 100 years, with the most extensive treatment from 1999 to 2005, the Star-Spangled Banner has benefited from the highest level of professional conservation science and practice.

The Star-Spangled Banner came into prominence on September 14, 1814. That morning, Major George

Armistead hoisted a magnificent American flag above Fort McHenry to signal the American victory over British forces in the Battle of Baltimore during the War of 1812. Francis Scott Key, an amateur poet, had witnessed the 25-hour bombardment from aboard a ship in the harbor. As he saw the flag unfurled "by the dawn's early light," he was so moved by its sight that he penned a poem in tribute. Key set the words to music, and the song became the National Anthem. He named the flag he saw that morning the "Star-Spangled Banner."



Sponge Cleaning the Star-Spangled Banner. (Courtesy of the Smithsonian's National Museum of American History)

The Smithsonian's goal for the Star-Spangled Banner has always remained the same: to ensure the treasured flag's survival. Thanks to the dedicated work of the conservation team, the Star-Spangled Banner is now expected to survive for generations to come. But the Smithsonian must find a new way to display the historic flag. It is too fragile to hang vertically, as it once did. The staff is working with architects, engineers, and other experts to create a permanent display room for the Star-Spangled Banner that is environmentally sound. Visitors will be able to see the flag in its true condition, as a tattered but treasured piece of our nation's history.

How You and Your Students Can Help Preserve the Culture and Heritage of Your Local Community

Few of our nation's historic materials receive the same attention as the Star-Spangled Banner. Much of our history is being lost. Preserving history at the national and local level offers us different ways to approach the past. Local context provides intimacy and a sense of entitlement that can excite and broaden the appeal of historic preservation. We learn about the fragility of the past by working on projects close to home. For example, students can catalog old family photographs by identifying people and noting the date and the event the photo chronicles. Compiling this information also encourages students to learn more about their family history. Teachers and students can contact their local historical society and inquire about projects where they can help.

Educational Resources from the Smithsonian Featuring Local History and Historic Preservation

The National Museum of American History's webpage includes many educational resources that focus upon American History and culture, including:

- **History in Your Home -** Everyday objects are part of American history and culture. They provide important clues about how people in the past lived, worked, and played. This engaging resource helps students discover the history that exists around them.

To access "History in Your Home," please visit americanhistory.si.edu/collections/homehistory.cfm. Images and information about objects and documents can be found at: americanhistory.si.edu/collections/index.cfm. To learn more about the Smithsonian Institutions please visit si.edu.



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1. Students collecting recollections of South Side for a CD being used to build awareness about historic buildings on East Carson Street, Pittsburgh.

2. Students participating in an archaeological dig in Philadelphia, PA.

3. Elementary students conducting research for a DVD about East Rochester's local history.

Photo credit: Horry Rumph

History Lives!

Documenting History Activity Guide

Local history and the concept of historic preservation can be creatively applied to the teaching of American History. The hands-on activities on the following pages offer the educator a unique tool chest of ideas to make “history live” in the classroom. They can be applied in some form or another to any American History unit-based study used as extra-curricular activities.

They incorporate reading and English, art and architecture, geography, math, civics, and government. Participating students will gain an understanding of the skills essential to historians and preservationists: critical thinking, the ability to organize events chronologically, and techniques for researching, analyzing, and recording historical evidence.

I. National or Local Site Timeline

1. Along one wall, using a roll of paper or individual pages taped together, create a simple timeline reflecting the period you will be studying over the course of the unit, semester, or year.
2. With a black marker, indicate 10-15 well-known historical dates (1776, 1861, 1941, etc.) to provide a framework.
3. Throughout the unit, semester, or school year, when you touch upon a new topic that you feel is important, make a point of having a student add to the timeline.

This can serve as an effective tool for teaching to content standards in your state. Use different color markers for different themes such as commerce, transportation, social issues, immigration and migration, politics, etc. Before you begin the timeline, you may ask students to brainstorm the themes most important to the study of history. If you choose, you can use these topics as the basis for your timeline.

II. Buildings In Time

Introduction: This is an especially valuable activity for students studying state or local history, but is applicable to any social studies or history class. It can be performed as a simple homework assignment or extended to cover an entire unit.

1. Ask students to select a state or local historical site (you can also use a national site for a broader approach to this activity). Explain that students will research the history of their site, compile information, and make a presentation to the class.
2. Students familiar with PowerPoint may use it to create their presentation. An oral presentation with a supporting poster will also suffice. Student presentations should include important dates (when the site was first explored, built, or preserved) and should add the most significant date associated with their site to the timeline.

3. Presentations should also include the location of the site, why it is important to our national, state, and/or local history, and a historic photograph. If students select local sites, they can take current photographs or make sketches, compare them to historic photographs, and discuss the changes that have taken place over time.
4. Students should also research whether their site is endangered or faces any preservation issues.

Students should make their presentations chronologically, and follow-up discussions can include observations of changes over time.



III. Primary Source Scrapbook

Introduction: As an additional experience, students who select a state or local historical site may locate a primary source document related to the site, a historic event, or a person with whom the site is associated.

1. The primary source document (a letter, diary entry, bill of sale, birth or death certificate, tax record, etc.) or an excerpt can be placed in a scrapbook along with the photo or sketch of the site and a short descriptive paragraph about the site.
2. The scrapbook students create can be kept in the classroom and supplemented by future students.

IV. Oral History

Introduction: Oral history is a unique and fun way to get students to think and learn about the past. Family and friends, neighbors, teachers, veterans, and other community members who have lived during important historical events can share their memories and firsthand perspective.

1. Since memories are rarely recorded, students have the opportunity to act as preservationists by recording and documenting previously unrecorded local history.
2. Work with students to determine the subject matter of their oral history project. They can focus on World War II veterans, the impact of changes in transportation, immigration, or commerce on a local community, or the Civil Rights movement.

3. Students may need help finding a subject to interview. Teachers may wish to send a note home to parents encouraging them to help identify a subject.
4. Once you have determined a topic, students should set up their interview date and create a list of questions for their subjects. They can use a video or audio tape to record their interviews.
5. When complete, students can either write a report or prepare an oral presentation about their subject. Either presentation should include direct quotes from their subject.



Students and local community members work together to build a neighborhood museum for Cleveland, OH.

For guidelines on oral history technique, please review [How To Guide: Saluting Local Heroes; Collecting Community Members' Oral Histories](#) on page 38.

V. Neighborhoods In Time

Introduction: Whether you live in a big city, a small town, or a rural community, there have likely been significant changes to your hometown in the past 300, 200, 100, or even 50 years. Over time, regardless of where students live, the physical structures, demographic makeup, important industries, and methods of transportation and communication have changed.

This activity takes students on a journey through the past and combines in-class and extracurricular research with hands-on exploration of their neighborhoods. You can also apply this activity to the neighborhood surrounding your school, or specific buildings in the community if you would prefer to focus on sites rather than neighborhoods. Local history organizations, including historical societies, museums, archives and libraries can serve as valuable sources of information for these projects.

1. Assign students or have them select two or three eras to focus on. For instance, you could pick 1800 and 1900 or 1775 and 1975. You can also take two important events such as the Civil War and World War II. The eras will depend on where you live, your chosen topic, and what sort of information students have access to.



Students presenting at The National Building Museum in Washington, DC as part of their project to redesign the historically significant and currently abandoned Alexander Crummell School.

2. Student research on their neighborhood should include the population of the town, city, and/or state during each era, as well as the important crops, products, or industries that contributed to the local economy. Students should take particular note of immigration, transportation, communication, social developments, political changes, and other major factors that may have affected their neighborhood or community. Maps, photographs, and primary sources can also provide important information and evidence for students.
3. Using a posterboard, students should illustrate their findings about the first chronological era on one side, and the second on the other. In order to ensure that they don't destroy one side while creating the other, students may wish to work on two equal size pieces of board and glue or tape them together when they are finished. The posters should include maps, photographs, or

other sources that demonstrate the changes that have occurred over time.

4. Students can cut holes at the top of their posterboards, add string and a hook, and hang their work around the classroom. As the projects swing, students will be able to take a now-and-then glimpse into the history of their local community.

VI. Adopt a Historic Site

Introduction: If you are looking to extend *Save Our History*® into the local community by participating in a local service learning project, you may wish to adopt a historic neighborhood, building, or monument in your local community. The historic site could even be your school building.

1. If you need help identifying a local site to adopt, your local historical society or preservation organization can help you find a local building with an interesting past. You may be able to take a tour of a local historic site with a representative from the site or the local history organization you contacted.

2. Be sure to ask your partner educator or historian to bring primary sources including deeds, maps, diaries, or business ledgers to help students with their research.
3. You can also create a timeline to correspond to important dates students discover in their research and events of national historic significance. For example, you might include "Front Porch Added, 1896" with "McKinley Re-elected U.S. President." You can also explore the National Register of Historic Places to identify a building in your community that has been designated a national historic landmark. These sites have considerable information on file to support their designation as landmarks.



Students raised awareness and saved Old 21, San Francisco's oldest surviving firehouse.



Educators, students and community members gather for a Community Clean-up day in Pittsburgh, PA.

VII. Clean-Up History

Introduction: Organize a clean-up day for a historic site. Many communities have old cemeteries that are neglected. They provide an excellent service opportunity for an easy and inexpensive preservation project. With lawnmowers, rakes, clippers, and garbage bags, a group of student volunteers can have a big impact.

1. Sometimes a local merchant can donate work gloves or other supplies, especially if students create big signs thanking the donors and display them around the school or community.
2. Historic cemeteries also provide lessons in local history and genealogy. Part of a cemetery clean-up day should include the creation of a report about the history of the cemetery, a representative sampling of the people buried there, and information about particularly interesting epitaphs and tombstones.

Clean-up days for parks, battlefields, and other historic sites or buildings are similar to cemetery clean-up projects. Activities can range from litter removal to working with professional preservationists and restoration experts. Don't ask students to attempt restoration work for which they are not qualified to perform on a historic site.



Students mapping out historic sites along the route of the National Historic Landmark S.S. Virginia V on Lake Union, WA.

VIII. Create a Heritage Tour

Introduction: Teenagers, working with local historical societies, can help create walking tours of their community. Two or three students can be responsible for one specific site. For example, one small group might research a historic church, while another documents the local courthouse. Economic changes may also be studied. Participants will learn about the positive economic impact of heritage tourism. This is a long-term project and requires research, writing, and presentation skills. It can result in a renewed sense of history for an entire community. It can also provide a platform for student-mentoring projects.

1. Identify organizational and individual resources for your community's history. Some areas have a town or county historian. These professionals are treasure troves of information. Historical societies and the local history section in the library are other excellent places to start. They can help you locate the town records that will be the backbone of much of your research.
2. Develop a historic overview of your community. What was there before it became a town? When was it incorporated? (And, while you're at it, find out why towns incorporate in the first place!) What changes have occurred over time in terms of population, economy, immigration, buildings, etc? Town maps can be very helpful.
3. Choose at least three historic sites to serve as the focal points of your heritage tour. You can add more

later. Alternatively, if you are working with a small group, you can start with one historic site. It is more important to be thorough and accurate than to try to cover too many places. Ideally the sites should be close together, so that people can easily walk from one to the next.

4. Divide your group into small teams. Each team will be responsible for researching and compiling notes on the history of one selected site or building. A team also can choose a site of a historical event or place (a battle, a segregated diner, or an orange grove, for example) that has now been built over and modernized. Make sure your information is accurate and not based on folklore or hearsay.
5. Develop oral presentations on the history of each site. Using notes is okay, especially at first. Always begin with an introduction that sets the parameter of your presentation. Provide dates of the site as well, and remind your

audience of some of the larger national events that occurred simultaneously. For example, if you have chosen a building that was erected in 1932, you should mention the Great Depression. Take questions from the group – and don't hesitate to admit when you don't know the answer. Don't be "creative" and make things up – but you can venture an opinion as long as you preface it with, "Here's a guess on how that happened" or something along those lines. Speak clearly and concisely. Once the three historic site presentations are polished, practice them on location at the sites.

6. Some members of your group should train as tour guides who will lead your visitors from one site to the next. They should have a clear sense of the overall story of your neighborhood's past.

7. Now it's time to give your tour. Invite family and community members. You might invite the local fourth grade as your first visitors. Start your tour at the first historic site you have chosen. The presentation should include the important and interesting facts about the site. Personal tidbits of information ("anecdotes") make a nice addition. Keep the presentation brief! Go to the next site. A "tour guide" should accompany the visitors and keep them informed of any significant places they are passing on their way to the next site. Once all the sites have been visited, visitors often appreciate refreshments. You can be as elaborate or simple as you desire. The recipes for your refreshments could reflect historic or traditional foods from your area. For more specific information, please refer to "A Walk to Remember; Creating a Historic Walking Tour" on saveourhistory.com.

Students from Olson Middle School in Mauston, WI being guided to a recently discovered 1000-year-old effigy mound.



American Revolution:**Elementary School Lesson Plan****Overview:**

This *Save Our History*® lesson plan is offered as a set of creative suggestions for teachers looking for ways to implement the ideas in this manual in a classroom setting. As the formative event in United States history, the American Revolution is an ideal topic through which students can reflect on our nation's history and see how it lives and breathes in our daily lives. By connecting the American Revolution to their local histories, students will be inspired to learn more about the neighborhoods, people, and places all around them.

The Declaration of Independence is a foundational document which represents many of the shared ideas and expectations of the

American people. The demands in the declaration for independence from Britain, and the American Revolution which transpired in its wake, set in motion an ongoing journey to build a nation that would reflect these ideals. Young learners across the United States are introduced to the American Revolution and the Declaration of Independence so that they may begin to appreciate the significance of this era in U.S. history. Elementary school students can begin to gain an understanding of the nation's founding through an introduction to some of the major themes and topics of the Revolution. These include its causes, leaders, major battles, and the date we celebrate independence – July 4th, 1776, the day on which the

members of the Second Continental Congress adopted the declaration.

Goal:

To build an understanding of the American Revolution as a “turning point” in history and the Declaration of Independence as an early statement of democratic ideals which continue to define the United States.

National Standards:

This lesson plan addresses the NCSS Curriculum Standards associated with the themes of:

- Time, Continuity, and Change
- Individuals, Groups, and Institutions
- Power, Authority, and Governance
- Civic Ideals and Practices

Introduction to Educator:

Lesson activities below assume that students will have some background knowledge of the American Revolution. Depending on reading level and preparation, students may need some guidance and additional reading time before pursuing some of these activities. One source for background information about the Revolution is **The History Channel**®:

- Encyclopedia: American Revolution available at historychannel.com/thcsearch/thc_resourcedetail.do?encyc_id=200893.

As students complete the activities below, they will build background knowledge through interactive experiences designed to help them examine the Revolution in thoughtful and engaging ways. Students will practice a range of skills by illustrating major concepts and events, creating a pictorial timeline, analyzing a major primary source, and conducting individual and group research. Throughout the lessons, a focus on the local perspective relevant to this important period in American history will allow students to see how concepts brought to bear during the Revolution still influence their everyday lives.



Activity #1 (Primary Level): A Story of Freedom – Celebrating Our Nation’s Birthday

What could be better than a birthday? Well, maybe a birthday present and, of course, cards from friends and family. Your birthday is one of the most special days of the year – a day to celebrate.

Did you know that our country, the United States, has a birthday? In the earliest days of our history, Native Americans lived in what became the United States. Later, people came from Europe to start small settlements. As more people arrived, thirteen settlements along the Atlantic Ocean, known as colonies, were established. A colony must follow the laws of another country. Colonists living in America had to follow the laws of Britain, a country far away. Many Americans thought that British laws were not fair and wanted to be free to make laws of their own.

On July 4, 1776, American leaders decided that the thirteen colonies should be free and independent. They sent the British King a document called the Declaration of Independence. The new country would be called the United States of America. But, to claim their freedom, the colonists would have to fight a war against the British. George Washington led the war for independence known as the American Revolution.

July 4th is called Independence Day – a day to celebrate our nation’s birthday.



Your task:

- Make a birthday card for America. Decorate it with pictures related to Independence Day. Here are some ideas to draw on your card. (Teachers may want to show students pictures of a copy of the Declaration of Independence, Washington and the colonials in a Revolutionary war battle, or photographs of Independence Day celebrations.)
 - ◆ Draw a picture of a document such as the Declaration of Independence.
 - ◆ Draw a picture of George Washington leading the colonists against the British.
 - ◆ Draw a picture of a 4th of July celebration in your area.

Making History Local (primary, intermediate):

Your task:

- ◆ Find out what your community does to celebrate our nation’s birthday.
- ◆ Make a list on a poster to show what people in your community do to celebrate Independence Day on the 4th of July. Be sure the poster includes a title and a sentence that explains why the 4th of July is such a significant day in U.S. history.

Making History Local (primary):

Your Task:

- Find out if your community has a 4th of July parade.
 - ◆ What is included in the parade?
 - ◆ Why is the parade held?
- Plan your own parade for the last school day before the 4th of July.
 - ◆ Plan the events or elements your parade will include.
 - ◆ Make signs to carry in the parade explaining what you are celebrating.
 - ◆ Decide where your parade will be held – at school, in the community.

(Teachers may want to check to see if young children typically play a role in any community plans for the 4th of July.)



Activity 2 (Primary, Intermediate and Upper Elementary): Getting the Picture

Teachers can invite students to use the Internet or other resources to find pictures and learn about each of the following:

(For young learners)

1. George Washington as a soldier
2. A Revolutionary War battle showing Colonial troops and British Redcoats
3. Thomas Jefferson, major author of the Declaration of Independence
4. The Declaration of Independence

Work as a class or in small groups:

- The teacher can stretch a string along a wall to serve as a timeline and tell a story like the one below to help young learners identify the pictures and place the pictures in order (from earliest to latest). The story will help the children identify pictures and place them in order.

- ◆ (Story) George Washington was well liked by other colonial leaders. He was asked to head the Colonial troops as a general. The Colonial troops fought the British Redcoats in a war to win America's freedom from Britain. The war is called the American Revolution.

Thomas Jefferson was another Colonial leader. He wrote the Declaration of Independence saying that America wanted to be free from British rule. Americans wanted their own nation, the United States of America. We celebrate the birthday of our nation every July 4th.

- Students, as a whole class, can dictate a three to five sentence paragraph to summarize the story and draw their own pictures of one of the events they choose.
- The pictures created by students can be hung on the string timeline.

(For intermediate and upper elementary)

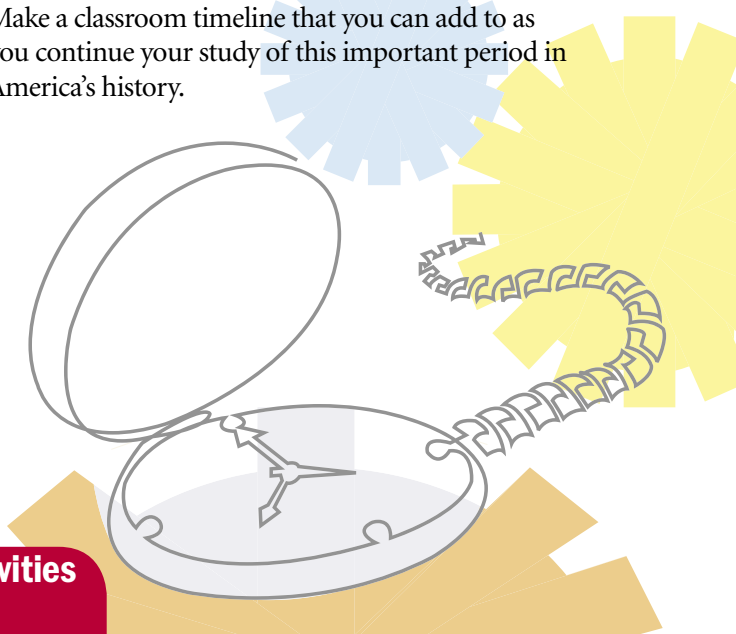
Use the Internet or other resources to find pictures and learn about each of the following:

1. George Washington leading the Colonial troops against the Redcoats
2. The Declaration of Independence
3. Thomas Jefferson, major author of the Declaration of Independence

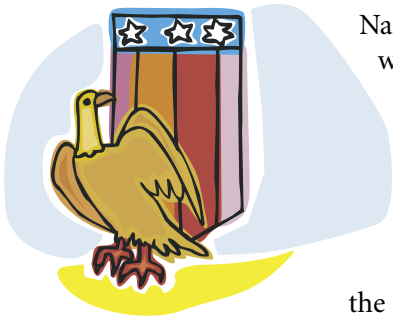
4. The Pennsylvania State House, today known as Independence Hall
5. Thomas Paine and a copy of his pamphlet, *Common Sense*
6. The Articles of Confederation
7. The United States Constitution

Your Task:

- Decide how to divide the years as you create a timeline so that you will be able to end the timeline with the United States Constitution. Decide whether the intervals between your events should be 5 years, 10 years, or some other interval.
- ◆ After you research the events, people, or images in each picture, arrange the pictures in chronological order on your timeline and be able to explain the importance to the history of the Revolutionary period that each picture represents.
- ◆ As a whole class or in small groups, discuss:
 - › The importance of each picture on the timeline in our national history. Write a brief account of the story of our nation's beginnings using your timeline pictures as a guide.
 - › Discuss three to five other images, pictures or people that you believe should be on the timeline. Research these images or people, find or draw pictures to represent them, place them on your group's timeline, and be able to explain why you chose to include them.
 - › When all of the groups present to the whole class, see which groups chose to add the same additional events and which events are unique to a particular group. Make a classroom timeline that you can add to as you continue your study of this important period in America's history.



Activity 3 (Primary): What's a Symbol of Early America?



National symbols are a good way to introduce young learners to our early history as a nation. Teachers may help students find pictures of a few of our national symbols from the Revolutionary era and the period just after the Revolution.

Some examples might include:

- The Liberty Bell – rung on July 8, 1776 in Philadelphia at the time of the first public reading of the Declaration of Independence
- The American Flag – in 1777, a flag of 13 stripes (alternate red and white; 13 white stars in a blue field)
- The Bald Eagle – national symbol of the United States, chosen in 1782 because of the eagle's majesty and strength

The Task:

- Use picture books and the Internet to help students learn about the symbols above.

- Ask each student to select the Liberty Bell, the American flag, or the bald eagle.
 - ◆ Draw the symbol.
 - ◆ Give the drawing a title, and write a sentence to describe why the symbol is important to Americans.
- Display the drawings on a class bulletin board.
- Ask the students to share with family members or friends what they have learned about why early national symbols are important to Americans. If their family members are immigrants or have family histories rooted in other countries, ask them to discuss symbols from those countries and how they are similar to or different from those of the United States. These stories or symbols can also be shared with the larger class in order for students to gain an appreciation of the diverse backgrounds of the American people.

Making History Local (primary):

- Ask a community official or historian to visit your class to describe any local or state symbols – especially any that have to do with the Revolutionary period.
- If possible, take the class to see symbols within the school (e.g., a flag on display) or in the community.

Activity 4 (Intermediate and Upper Elementary): The Declaration of Independence – Living Ideals!

The daily newspaper in your community communicates news from local areas and around the world and keeps us informed about the issues that affect our daily lives. Do you think that you will be able to find articles in today's newspapers that have anything to do with the Declaration of Independence?

Powerful words from the Declaration of Independence remind Americans of the ideals the nation was founded upon and the expectations many Americans hold today. Some of the ideals in the Declaration are the equality of all people, and the right of all citizens to life, liberty, and the pursuit of happiness. There is an understanding the government will help all citizens achieve these ideals.



The Task:

- Search your local newspaper for a week to find any articles, editorials, or cartoons that demonstrate that the principles found in the Declaration of Independence still matter to Americans and are relevant in our daily lives. Make sure you are able to explain why you chose the article, editorial, or cartoon and which principles you believe it illustrates.
- Write an article, editorial, or draw a cartoon that describes the best example you found which reveals the modern-day importance of the Declaration of Independence.
- Collect the best examples from the class and make a "Living American Ideals" bulletin board in your classroom or in a place where other students can learn about America's founding ideals.

Making History Local

Activity 5 (Primary, Intermediate, and Upper): What was Happening Here?

It is fascinating to think about what was happening at the time of the American Revolution in various parts of what became the United States. If you lived on the East Coast during this era your community might have been the scene of a battle. Once the colonies gained independence and were no longer under British rule, your community might have hosted meetings to establish a new government. If you had lived beyond the East Coast, what was happening? Who were the other people living in your state or area of the country during the Revolutionary era? How long had they been there? When was your state adopted into the United States? Answering these questions will help you understand more about what life was like during the Revolutionary period.

(For young learners)

Teachers may ask a member of the local historical society to pay a visit to the classroom to help students learn about what was happening in the local area or region over 200 years ago.

- Before the visitor comes to talk with students, help them develop a few questions they would like the visitor to answer. (If possible, provide the questions to the visitor in advance.)
- After the visit, ask the class to:
 - ◆ Match what the visitor said to the questions they asked.
 - ◆ List any new questions that the visitor may have answered.
 - ◆ Think of three to five important things they learned about what their community was like over 200 years ago.
- Ask each child to select one question and draw a picture to illustrate the visitor's answer.
- The pictures can be put into a book, *Our Community 200 Years Ago*, to share with other classes or for parents to see when they visit the school.



(For intermediate and upper elementary)

Your task:

- Work with members of your local historical society to learn more about what was happening in your area at the time of the American Revolution.
- Prepare a timeline that shows the years before, during and after the Revolution.
 - ◆ Above the years on the timeline, illustrate some key events of the Revolutionary period.
 - ◆ Below the years on the timeline, illustrate what was happening where you now live.
- Suppose that you are a person who was alive during the Revolution. Where did you live at the time and what were you doing (or imagine where you would like to have lived and what you would like to have been doing)? Your answer will be very different based on where you live.
 - ◆ Divide a paper in half. On one half write “then” and create an illustration to show an event in the life you have learned about or imagined in the Revolutionary period. Write “now” on the other half and select a recent event from your life to illustrate.
 - ◆ Leave room at the bottom to write a paragraph comparing how lives are alike and different “then” and “now.”

These lesson plans were written and reviewed in collaboration with educators from the NCSS.

American Revolution:

Middle School Lesson Plan

Overview:

This *Save Our History*® lesson plan is offered as a set of creative suggestions for teachers looking for ways to implement the ideas in this manual in a classroom setting. As the formative event in United States history, the American Revolution is an ideal topic through which students can reflect on our nation's history and see how it lives and breathes in our daily lives.

The American Revolution and the Declaration of Independence are essential topics in the study of United States history. Middle school students in most states are expected to have a grasp of the major events of the American Revolution including its causes, leaders, major battles, and important dates. Students may already know the broad outlines of the conflict waged by the thirteen colonies against Great Britain.

Goal:

To build an understanding of the American Revolution as a “turning point” in history and the Declaration of Independence as an early statement of democratic ideals which continue to define the United States.

National Standards:

This lesson plan addresses the NCSS Curriculum Standards associated with the themes of:

- Time, Continuity, and Change
- Individuals, Groups, and Institutions
- Power, Authority, and Governance
- Civic Ideals and Practices

Introduction to Educator:

Lesson activities below assume that students will have some background knowledge of the American Revolution. Depending on reading level and preparation, students may need some guidance and additional reading time before pursuing these activities. One source for background information about the Revolution is **The History Channel**®:

- Encyclopedia: American Revolution available at historychannel.com/thcsearch/thc_resourcedetail.do?encyc_id=200893.

As students complete the first four activities below, they will add to their background knowledge through interactive experiences designed to help them examine the Revolution in a thoughtful and engaging way. Students will practice a range of skills through the creation of a pictorial timeline, analyzing a major primary source, and conducting individual and group research. Several lessons are focused on bringing a local perspective to this important period in American history, allowing students to see the ways the concepts brought to bear during the Revolution still influence their everyday lives.

Activity #1:

Loyalist, Patriot or Undecided?

In the years just before the American Revolution, many people living in the thirteen colonies raised a difficult question: Should we consider breaking ties with Britain? Consider the consequences of this decision and think about where you might have stood on this question just before the Revolution began. Colonists broke down into several groups: the Patriots (those favoring war), the Loyalists (those who remained loyal to Britain) and the undecided, or those unsure about whether the colonies should

take on Britain. (Remember, at the time, Great Britain was the most powerful empire on earth, and one which many colonists considered to be their home country.) Read the paragraphs on the next page and consider the crucial decision colonists faced in deciding whether or not to break ties with the British. If necessary, conduct additional research online or at the library on the Loyalists and Patriots so that you will be able to write a letter in the “voice” of one of the colonists.



Loyalists

(sometimes called Tories or King's Men by the Patriots): Historians believe that before the Revolution, 15-20% of adult white males, together with many of their wives and family members, were Loyalists. Some Loyalists were wealthy and well-educated, and saw themselves as British citizens. Some of those resistant to the Revolution were of the Anglican religion, a faith closely related to the Church of England. Some colonists remained loyal for financial reasons — many traded crops such as indigo with England. Some Loyalists held jobs in the colonies on behalf of the English Crown such as working at a British customs house as tax collectors — especially in port cities like Boston. Loyalists often felt that the taxes on the colonists were justified. Britain had invested huge amounts of money in the French and Indian War and needed the revenue from taxes to survive. Overall, the Loyalists were determined to see the British Crown maintain control of the colonies and continue to provide the political structure of the North American colonies.

Patriots

(sometimes called Rebels by the English and the Loyalists): The Patriots, like the Loyalists, were a diverse group. Some Patriots were colonial ship owners tired of paying taxes on their goods to England. Some soon-to-be Revolutionaries were members of the Sons of Liberty, a secret organization of journalists, businessmen, merchants, lawyers and others that formed in protest against the Stamp Act (1765). Though from various walks of life, the Patriots united around a desire to be free from the economic and political control of Great Britain, and to build a representative government rather than a monarchy. As the situation in the colonies gathered intensity and the move toward independence gained momentum, leaders of the Patriot cause emerged. The delegates comprising the crucial Second Continental Congress were generally wealthy and well-educated colonial leaders who favored the Patriot cause.

Undecided

Imagine being called on to take a stand “for” or “against” independence. For many, the decision was difficult. Some people found reasons to be on “both” sides, and so were unsure of whether to join the Patriots or Loyalists. Imagine that you are a family farmer considering your options on the eve of the Revolution. Your family farm produced nearly enough food for your survival this year. One of your sons is married to the daughter of a rebel, and your daughter is married to an assistant to the Governor appointed by the Crown to be in charge of our colony. Which side of the American Revolution do you think you would choose?

Your task:

You may want to do more research on these groups before taking a stand and defending your choice. (*Teachers may want to help students generate a list of fictional identities and backgrounds from which they can choose.*)

- ◆ Decide on your position on the Revolution. Assume the point of view of a colonist in one of the three groups (Loyalists, Patriots, or undecided) and write a letter. Make sure that those who read your letter will know:
 - › Who are you writing to — a friend, relative, an official?
 - › Who are you? What is your occupation in the colonies?
 - › Why is this a difficult or important decision for you?
 - › What are the reasons that have led you to take the position of Patriot, Loyalist, or a colonist who is undecided?

Read these letters in small groups and select one from each group to read to the whole class. Be able to explain why you selected this particular letter from all the letters written in your small group as the one to be read to the class.

Making History Local: What is an issue in your community or region about which people have different opinions?

- ◆ Research differing points of view on the Revolution and the reasons for each point of view.
- ◆ What might be the consequences of adopting each point of view?
- ◆ Take and defend a position (one of the perspectives you have researched or an alternative). What would be your position about the issue? Provide reasons and examples to support your choice.

Activity #2: The Declaration of Independence — Living Ideals!

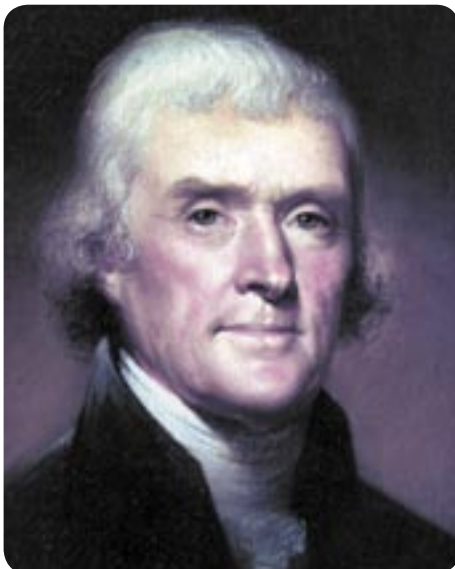
Your local newspaper communicates the news and keeps us informed about the issues that affect our daily lives and those throughout the world. Do you suspect that any of the articles in today's newspapers have anything to do with the Declaration of Independence?

It is difficult for any of us to imagine words so powerful that they continue to influence us even after more than 200 years. The Declaration of Independence set forth several principles that help define who Americans are as a people — values such as equality, the right to life, liberty, and the pursuit of happiness. It states that governments have authority because people consent (i.e., governments exist because of the “consent of the governed”). When governments use their power and authority wrongly, the people have a right to throw off the tyrannical government.



Your task:

- Search in your local newspaper for a week to find any articles, editorials, or cartoons that demonstrate that the principles found in the Declaration of Independence still matter to Americans and are still relevant today. Make sure you are able to explain why you chose the article, editorial, or cartoon and which principles you believe it illustrates.
- Write an article, editorial, or draw a cartoon that describes the best example you found which reveals the modern-day relevance of the Declaration of Independence. Be sure to identify the multiple perspectives that are likely to exist regarding the topic or issue selected. Create a point/counter-point outline to help determine which side of the issue you wish to portray in your article, editorial, or cartoon.
- Collect the best examples from the class and make a “Living Ideals” bulletin board in your classroom or in a place where other students can learn about the Declaration of Independence and American ideals.
- Explore the constitutions and founding documents of other nations. How do these compare with those of the United States? What makes the United States’ founding documents distinct?



Portrait of Thomas Jefferson. (Courtesy of The White House)

Activity #3: What Would Jefferson Say?

Suppose you had the opportunity to interview Thomas Jefferson about writing the Declaration of Independence and how he decided what it should say. What are five questions you might ask him? How do you think he might answer each of your questions? Here are two websites to help you do research on Thomas Jefferson: **The History Channel®** at historychannel.com, and Jefferson’s home site at monticello.org. When you have completed necessary background research, transcribe your fictional interview in writing with your questions and Jefferson’s responses. Share your work with the class.

Activity #4:

What Do You Mean – The Declaration of Independence?

Review the Declaration of Independence. The full text is available at the National Archives' Our Document website at ourdocuments.gov. Click on "100 Milestone Documents."

Your Task:

- As a class, brainstorm the meaning of "independence" and make a list of what you expect to find in the Declaration of Independence.

Groups 1 and 2

You are assigned the beginning of the document through the paragraph that ends "To prove this, let facts be submitted to a candid world."

- Be able to explain unfamiliar words in this section (e.g., usurpation, despotism, tyranny).
- Make a list of "ideals" expressed in the document that serve to guide the United States as "ideals" to this day (e.g., equality, rights of life, liberty, government is granted its authority by the people).
- Research the reasons the colonies wanted to separate from Britain.
- Make a visual to show ideals expressed in the document and what they mean.

Groups 3 and 4

You are assigned the section that identifies grievances the colonists had against the British government (from "He has refused his Assent to Laws, the most wholesome and necessary for the public good," through "He has incited domestic insurrections amongst us...").

- Be able to explain unfamiliar words in this section (e.g., naturalization, representation, legislatures, jurisdiction).
- List ten examples of wrongs that the colonists cited that your group decides are most important.
- Make a visual showing the five grievances that your group believes are most important.

Groups 5 and 6

You are assigned the section that describes efforts of the colonists to avoid separation from Britain.

- Be able to explain unfamiliar words in this section (e.g., petition, consanguinity, commerce).
- List ways the colonists tried to avoid seeking independence from Britain.
- Make a visual showing examples from the document of ways the colonists tried to avoid declaring independence.

- Divide into six small groups. Each group (1, 2, 3, 4, 5, and 6) will have part of the Declaration of Independence to interpret. The overlap in assignments for the groups will allow comparison of findings and interpretations related to each section of the document as the activity draws to a close.
 - After all groups have completed the assignments, groups that had the same assignment (Groups 1 and 2, Groups 3 and 4, and Groups 5 and 6) will meet together to discuss their section.
 - Each group will report findings to the class using their visual, or the teacher may set up a jigsaw so that each group teaches what they have learned to the other groups (see jigsaw.org for information on setting up jigsaw learning).
 - Ask the entire class to finish their analysis by discussing *why* Jefferson might have written the Declaration of Independence in the way that he did – i.e. How did he use language and imagery to bolster public sentiment in favor of independence?



Activity #5: What was Happening Here?

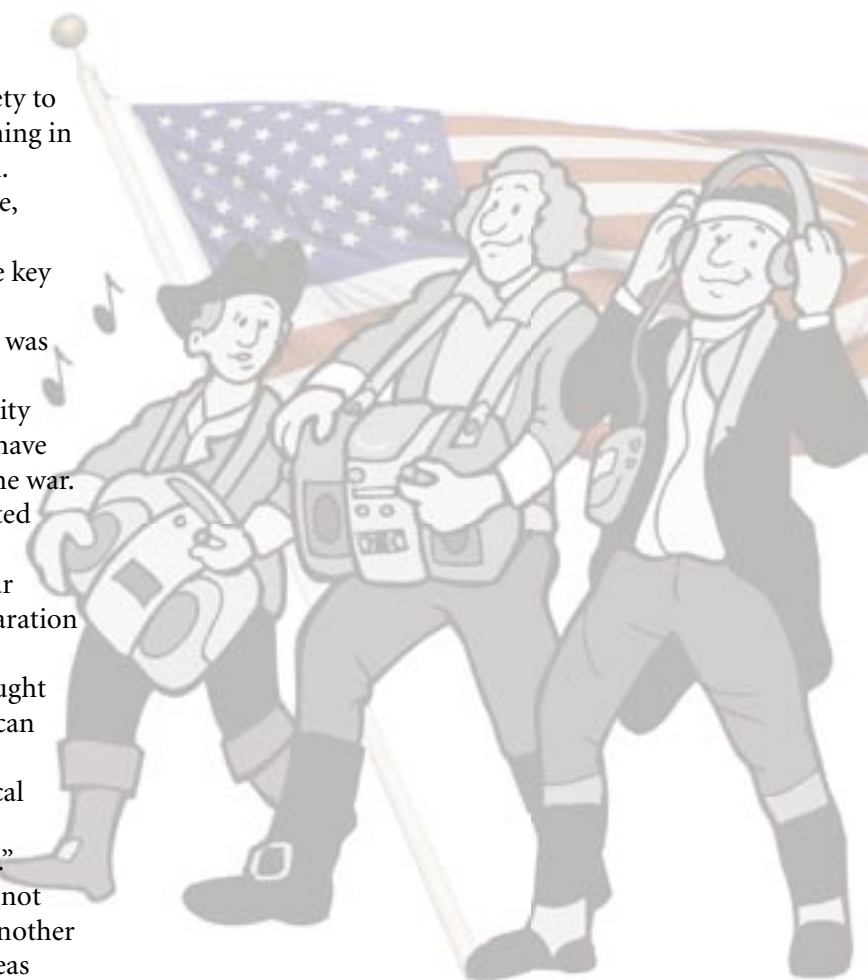
It is fascinating to think about what was happening at the time of the American Revolution in various parts of what became the United States. If you had lived on the East Coast during this era your community might have been the scene of a battle. Once the colonies gained independence and were no longer under British rule, your community might have hosted meetings to establish a new government. If you lived beyond the East Coast, what was happening? Who were the other people living in your state or area during the Revolutionary era? How long had they been there? When was your state adopted into the United States? Answering these questions will help you understand more about what life was like during the Revolutionary era.

Your task:

- Work with members of your local historical society to learn and write a description of what was happening in your area at the time of the American Revolution.
- Prepare a timeline that shows the years just before, during and after the Revolution.
 - ◆ Above the years on the timeline, illustrate some key events of the Revolutionary period.
 - ◆ Below the years on the timeline, illustrate what was happening where you now live.
 - ◆ Consider how a person living in your community at the time of the American Revolution might have viewed the Declaration of Independence and the war. Were the inhabitants of your community affected by the American Revolution? How so? Write a narrative describing how a person living in your community would have responded to the Declaration of Independence.
 - ◆ Some historians argue that the Revolution brought new freedoms to only about 15% of the American population at the time. Based on this premise, explore the effect of the Revolution on your local community and consider whether or not the American Revolution was really “revolutionary.” Discuss with the class. If your state or area was not part of the Revolution or was in the hands of another nation or people, discuss how and when the ideas behind the Revolution might have become a factor.

Patriotic Playlist: Your Greatest Hits Mix!

One of the fun ways we express our connection to our country is through songs and words. Imagine that you are creating a CD with the top ten songs you think most capture the ideals of the United States. What would your top ten list include? Your song choices could include everything from traditional patriotic songs to modern songs of today. You can choose songs that people might not automatically see as patriotic but which you think express the ideals and symbols you associate with the United States. Make a list of your songs and include a brief description or “liner notes” for why you have included each one.



These lesson plans were written and reviewed in collaboration with educators from the NCSS.

American Revolution:**High School Lesson Plan****Overview:**

This *Save Our History*® lesson plan is offered as a set of creative suggestions for teachers looking for ways to implement the ideas in this manual in a classroom setting. As the formative event in United States history, the American Revolution is an ideal topic through which students can reflect on our nation's history and see how it lives and breathes in our daily lives.

The American Revolution and the Declaration of Independence are essential topics in the study of United States history. High school students are expected to have a grasp of the major events of the American Revolution including its leaders, major battles, and important dates. Students should also understand the causes and effects of the conflict waged by the thirteen colonies against Great Britain.

Goal:

To build an understanding of the American Revolution as a “turning point” in history and the Declaration of Independence as an early statement of democratic ideals which continue to define the United States.

National Standards:

This lesson plan addresses the NCSS Curriculum Standards associated with the themes of:

- Time, Continuity, and Change
- Individuals, Groups, and Institutions
- Power, Authority, and Governance
- Civic Ideals and Practices

Introduction to Educator:

Lesson activities below assume that students will have some background knowledge of the American Revolution. Depending on reading level and preparation, students may need some guidance and additional reading time before pursuing these activities.

Activity #1:

The Declaration of Independence – Living Ideals!



Your local newspaper communicates the news and keeps us informed about world events and issues that affect our daily lives. Do you suspect that any of the articles in today's newspapers have anything to do with the Declaration of Independence?

It is difficult for any of us to imagine words so powerful that they continue to influence us even after more than 200 years. The Declaration of Independence set forth several principles that help define who Americans are as a people – values such as equality, the right to life, liberty, and the pursuit of happiness. It states that governments have authority because people consent (i.e., governments exist because of the “consent of the governed”). When governments use their power and authority wrongly, the people have a right to throw off the tyrannical government.

One source for background information on the American Revolution is

The History Channel®:

- Encyclopedia: American Revolution available at historychannel.com/thcsearch/thc_resourcedetail.do?encyc_id=200893.

Your task:

- Search your local newspaper for a week to find articles, editorials, or cartoons that demonstrate that the principles found in the Declaration of Independence still matter to Americans and are relevant today. Make sure you are able to explain why you chose the article, editorial, or cartoon and the principles you believe it illustrates.
- Write an article, editorial, or draw a cartoon that describes the best example you found which reveals the modern-day relevance of the Declaration of Independence. Be sure to identify the multiple perspectives that are likely to exist regarding the topic or issue selected. Create a point/counter-point outline to help determine which side of the issue you wish to portray in your article, editorial, or cartoon.
- Collect the best examples from the class and make a “Living Ideals” bulletin board in your classroom or in a place where other students can learn about the Declaration of Independence and American ideals.

Activity #2: What was Happening Here?

It is fascinating to think about what was happening at the time of the American Revolution in various parts of what became the United States. If you had lived on the East Coast during the Revolutionary era your colony might have been the scene of a battle or meetings to establish a new government once independence was established. In order to understand the Revolution from multiple perspectives, it is helpful to consider the ways it was experienced differently based on geography, personal identity, and political party. Before you start this activity, reflect on the geography of the United States during the Revolutionary era and consider stories you have heard about what your community, city, and state was like at the turn of the eighteenth century.

Choose one or more of the following creative activities in order to learn more about the American Revolution and your local community:

- Locate a map of the United States at the time of the American Revolution to use as a reference as you pursue these activities. Print or copy this map.
- Work with your local historical society or library to locate a map of your state or area at the time of the Revolution. Create a list of ten things about your community that you can learn from analyzing this map.
- Work with members of your local historical society to discover more about what was happening in your area at the time of the American Revolution. Ask them, or a librarian at a local library, to help you locate a primary source from this era. Write a synopsis of this document to share with your class or group.
- Prepare a timeline using PowerPoint or a long piece of white roll-out paper that illustrates and includes key facts about what you think are the five to ten critical turning points in the Revolution. If your area was a factor in the Revolution, include three events or facts related to your local community. If not, include three significant events or facts about your community from this time period.
- Create a storybook, either using PowerPoint or construction paper, describing your community during the Revolutionary period geared toward elementary school students. These can also be fictional stories as long as they include facts relevant to the American Revolution. Share these stories with younger students if possible.
- Some historians argue that the Revolution brought new freedoms to only about 15% of the American population at the time. Based on this premise, write a letter from the perspective of someone living in your local community arguing whether or not you think the American Revolution was truly “revolutionary.” Be sure to write a brief description of your fictional character to help explain his or her point of view.
- Based on these activities and additional research at your library or a local historical society, write a play about your community during the Revolutionary era to perform in your community or at your school.
- Reach out to a local community center, senior care center, or veterans’ home to share these activities and your new knowledge of the American Revolution!

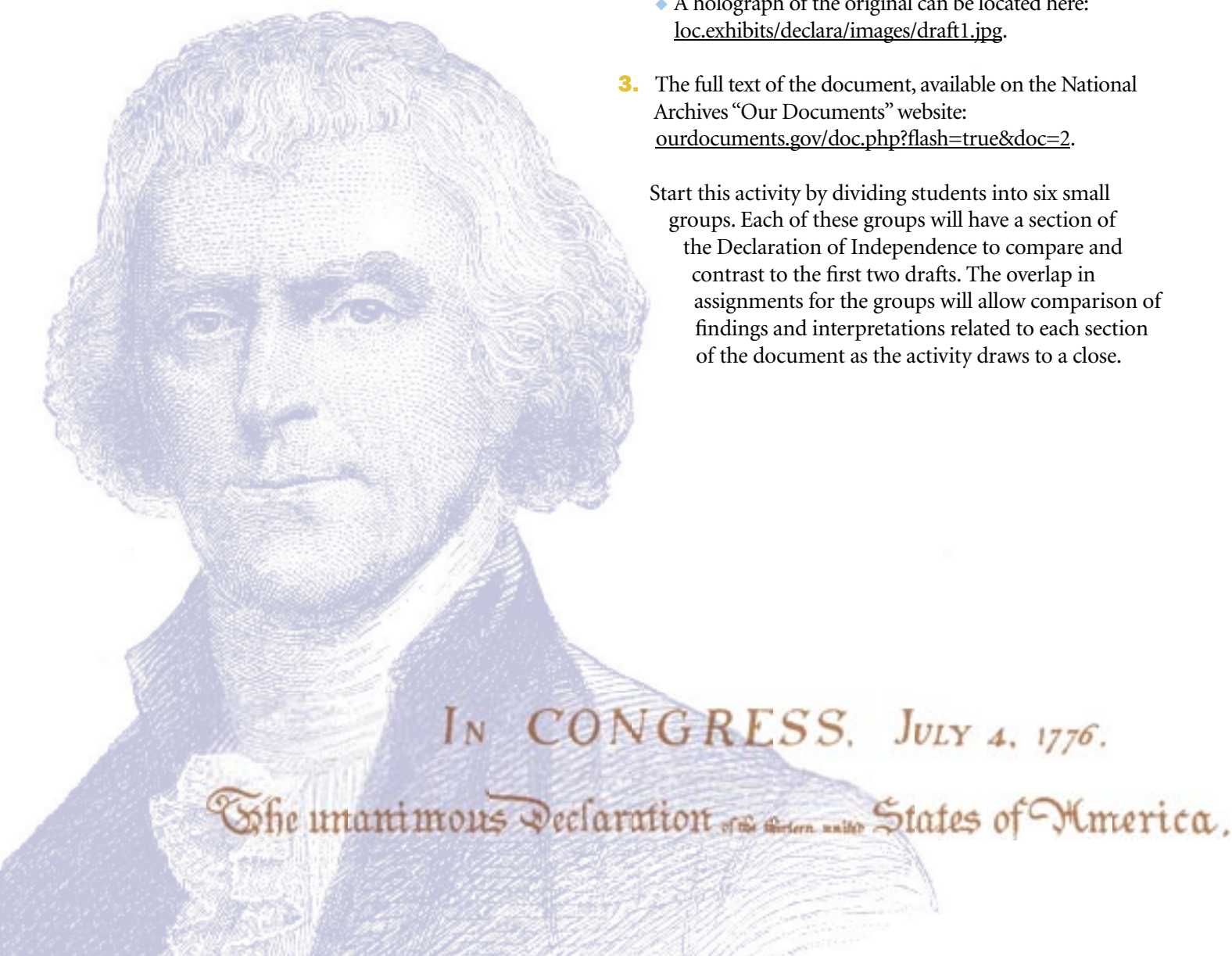


Activity #3: The Original Rough “Draught”?

On June 11, 1776, the Continental Congress appointed a committee to draft a document declaring the independence of the colonies from Great Britain. Among the active participants were Thomas Jefferson, John Adams, Benjamin Franklin, Roger Sherman, and Robert R. Livingston. The committee asked Thomas Jefferson, a 33-year-old planter from Virginia, to write the first draft of the document. He withdrew to his room in Philadelphia and for several days wrote on his portable writing desk. Multiple drafts of Jefferson’s work have been preserved. In this activity, students will first examine and then compare and contrast the following:

1. A fragment of the earliest known draft of the Declaration of Independence.
 - ◆ The transcription of this document can be located on the Library of Congress’ website: loc.gov/exhibits/declara/frag.html.
 - ◆ A holograph of the original can be located at the Library of Congress’ site: loc.gov/exhibits/declara/images/frag1.jpg.
2. The original rough draft which includes changes made by Adams, Franklin and the rest of the committee:
 - ◆ A transcription can be accessed at this site: loc.gov/exhibits/dclara/ruffdrft.html.
 - ◆ A holograph of the original can be located here: loc.exhibits/declara/images/draft1.jpg.
3. The full text of the document, available on the National Archives “Our Documents” website: ourdocuments.gov/doc.php?flash=true&doc=2.

Start this activity by dividing students into six small groups. Each of these groups will have a section of the Declaration of Independence to compare and contrast to the first two drafts. The overlap in assignments for the groups will allow comparison of findings and interpretations related to each section of the document as the activity draws to a close.



Groups 1 and 2 are assigned the **beginning** of the document through the paragraph that ends “To prove this, let facts be submitted to a candid world.” Write down your answers to the questions listed below.

- What are the similarities between the rough draft(s) and final draft? What are the differences?
- Why do you think Congress edited the rough draft in this way?

Groups 3 and 4 are assigned the section that identifies **grievances** the colonists have against the British government (from “He has refused his Assent to Laws, the most wholesome and necessary for the public good,” through “He has incited domestic insurrections amongst us...”). Write down your answers to the questions listed below.

- What are the similarities between the rough draft(s) and final draft? What are the differences?
- Why do you think Congress edited the rough draft in this way?

Groups 5 and 6 are assigned the section that describes efforts of the colonists **to avoid separation** from Britain. Write down your answers to the questions listed below.

- What are the similarities between the rough draft(s) and final draft? What are the differences?
- Why do you think Congress edited the rough draft in this way?

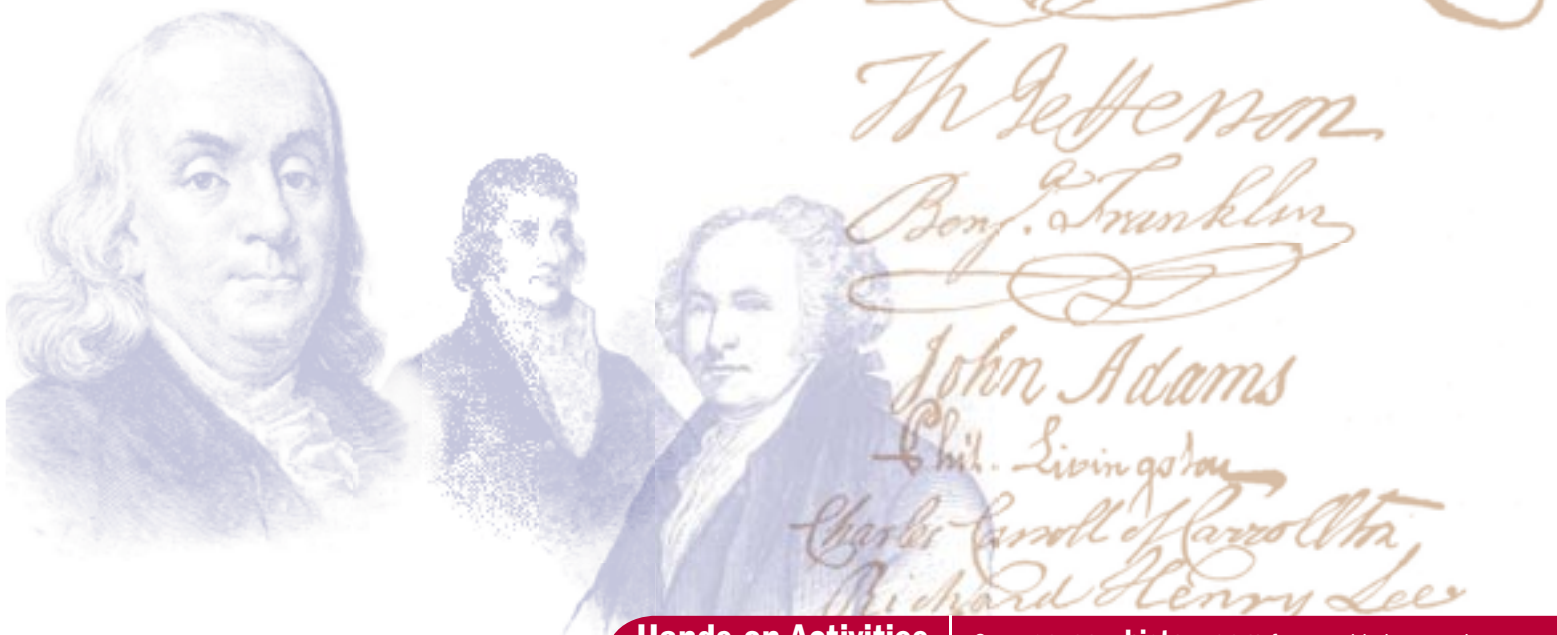
After all groups have completed these assignments, groups with the same assignment (Groups 1 and 2, Groups 3 and 4, and Groups 5 and 6) will meet together to discuss their section. In these combined groups, ask students to create a graphic organizer that compares and contrasts the main differences between the rough drafts and the final copy of the Declaration. For ideas on graphic organizers, go to eduplace.com/graphicorganizer.

Each group will report findings to the class using their graphic organizer, or the teacher may set up a jigsaw so that each group teaches what they have learned to the other groups (see jigsaw.org for more information about how to set up a jigsaw).

Students will discover that the passages changed or removed from Jefferson’s draft include:

Passage on Slavery
Passage on the King
Parliament’s Deaf Ear
Argument for New Government
The Closing

For a hypertext version of the Declaration of Independence that explains these changes, go to duke.edu/eng169s2/group1/lex3/hyprdecl.htm.



Activity #4: Timeline of a Revolution

In this activity, students will be divided into groups to construct a timeline of events from the American Revolution. The timeline will include pictures and words. Groups will be responsible for a particular time period and will be asked to determine historically significant events during that time. Teachers may also want to assign students events in order to arrange and present them chronologically.

Groups 1 and 2:

The Road to Revolution (1763-1775)

Content might include the following:

Proclamation of 1763

Sugar Act

Stamp Act

Quartering Act

Boston Massacre

Tea Act

Boston Tea Party

First Continental Congress

Groups 3 and 4:

The Conflict Begins (1775-1776)

Content might include the following:

Second Continental Congress

Battle of Bunker Hill

Olive Branch Petition

Publication of Thomas Paine's *Common Sense*

Declaration of Independence

Battle of Long Island

Washington Crossing (and Re-crossing)

the Delaware River

Groups 5 and 6:

Revolution (1777-1783)

Content might include the following:

Fort Ticonderoga

Lafayette joins Washington's Army

Battle of Saratoga

Articles of Confederation

Treaty of Amity and Commerce/Treaty of Alliance

Battle of Yorktown

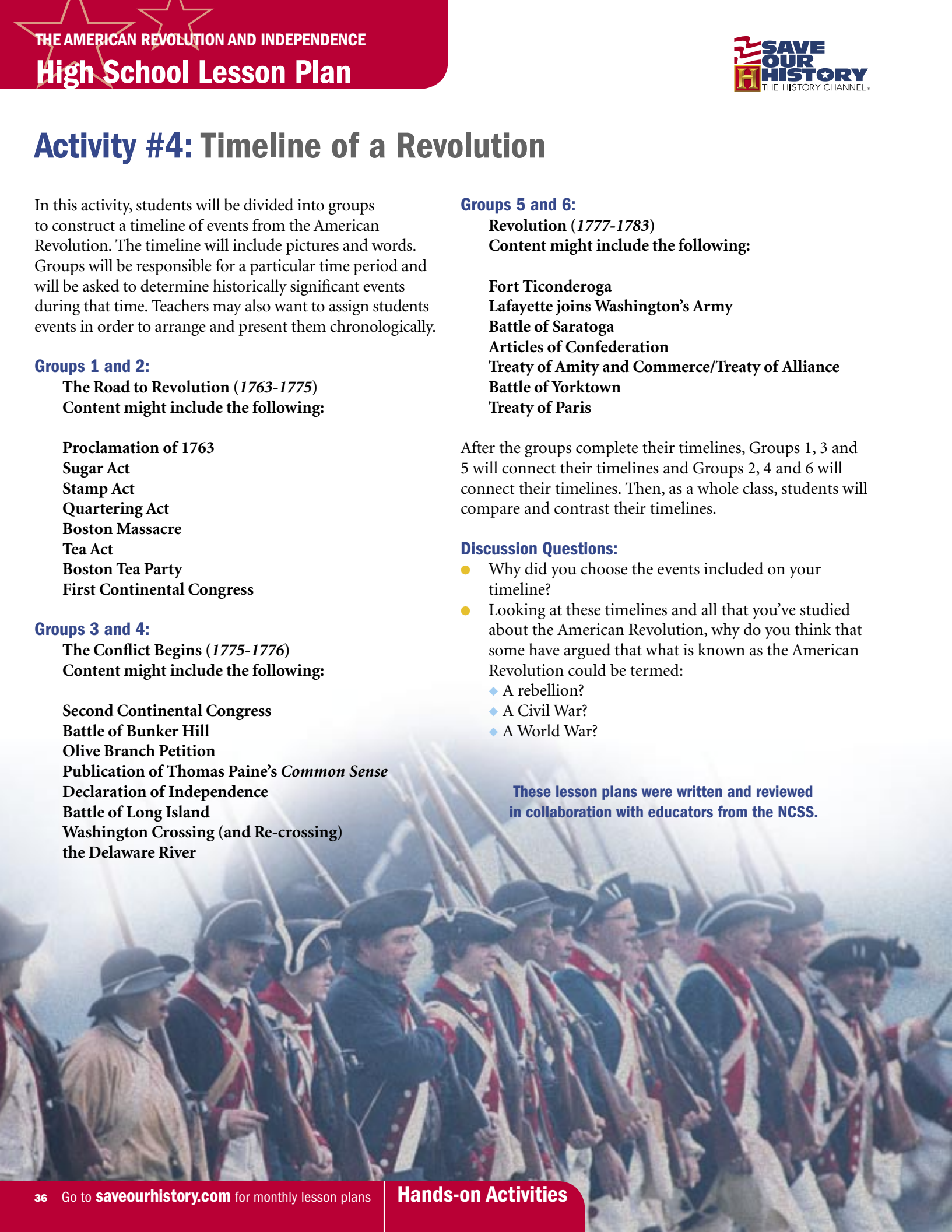
Treaty of Paris

After the groups complete their timelines, Groups 1, 3 and 5 will connect their timelines and Groups 2, 4 and 6 will connect their timelines. Then, as a whole class, students will compare and contrast their timelines.

Discussion Questions:

- Why did you choose the events included on your timeline?
- Looking at these timelines and all that you've studied about the American Revolution, why do you think that some have argued that what is known as the American Revolution could be termed:
 - ◆ A rebellion?
 - ◆ A Civil War?
 - ◆ A World War?

These lesson plans were written and reviewed in collaboration with educators from the NCSS.



SAVING OUR LOCAL HISTORY

A How To Guide From *Save Our History* National Grant Winners

On the following pages, you will find a series of How To Project Guides created by recipients of the *Save Our History*® National Grants program. Each guide offers step-by-step instructions to help extend your classroom curriculum and bring it to life through projects that explore the rich heritage available in your own hometown. These projects were field-tested by teachers and students in partnership with local history organizations.

Hands-on learning experiences can provide students with a whole new way to interpret and understand history. By exploring the places where history happened, speaking to community members who experienced history firsthand, and making discoveries of their own through archaeological digs, research of primary sources or artifacts, or touring buildings or historic places, students develop a real understanding and respect for their past.

Save Our History projects are appropriate for elementary, middle and high school students and can be adapted by teachers to suit students' needs. The following How To Project Guides outline projects proven to interest and excite students, increase school attendance and improve performance in class.

We encourage you to use these guides as a framework for teaching both local and national history. Your students' interest in their past will be invigorated and they will learn the importance of preserving their history, whether it's recording the memories of a World War II veteran or creating a cookbook of grandma's regional specialties.

To find additional *Save Our History* How To Project Guides please visit saveourhistory.com.

Monticello, Virginia.
(Courtesy of National Park Service)

Saluting Local Heroes

Collecting Community Members' Oral Histories: A *Save Our History*® How To Project Guide

The Millville Army Air Field Museum partnered with 65 8th and 9th grade students from Millville Memorial High School in Millville, New Jersey. Students interviewed pilots and crewmen who served at the Millville Army Air Field, along with other local World War II veterans. Using their interviews as source material, students created “Local Hero Trading Cards” featuring photos of the veterans from World War II, their hometowns, ranks, years served during the war, a brief description of service, and current pictures. Students edited their oral histories and sent them to the U.S. Library of Congress for inclusion in the Veteran’s History Project.



Students produced baseball cards containing images and stories from local veterans in Millville, NJ.

Project Description:

Students will record, gather, analyze and process information about local World War II war veterans (or other community elders) via recorded oral interviews.

Objective:

By exploring the memories and experiences of elder community members, students will gain an understanding of changes that have taken place over time, and learn that history can be found in a variety of places.

Time Required:

1-2 hours

Materials needed:

Interview questions, video camera and/or audio recorder, microphones, extra video and/or audio tape, batteries, veterans, or other community elders.

Project Guidelines:

Preparing for the Interview

1. Create a theme.

You could focus on World War II veterans, alumni from your school, retired employees from a local plant or company, or students' elder family members.

2. Contact interview subjects.

Explain your project, invite them to participate, set up a time to interview them.

3. Develop a list of questions.

Avoid 'yes' or 'no' questions. Start with general questions and then move on to specific questions. Try to elicit facts, feelings, stories and descriptions.

4. Practice!

Make sure students know how to use the equipment then perform practice interviews with classmates.

5. Get confirmation.

One day before the interview, confirm interviewer and interviewee's attendance. Ask them to bring any pictures and or journal entries that will help them recall interesting, vital information.

Project Guidelines:

The Day of the Interview

1. Create a brief release form.

Clearly state the purpose of the oral history project. Have interviewees complete and sign the release.

2. Check your equipment.

Make sure it is functioning and that extra video tapes and batteries are within reach.

3. Do a “run through.”

Ask the subject a few questions before recording the official interview. This could help spark memories, and make the official interview more focused.

4. Start the interview.

Clearly state your name, the subject’s name, the time, date and location of the interview.

5. Make eye contact.

Listen clearly to his or her answers. Be careful not to ask a question that has already been answered.

6. Keep it short.

Try to finish in 30-40 minutes. This can be a tiring process for your subject – and you!

7. Improvise.

Feel free to deviate from the list of questions if the interviewee begins to speak about a particularly strong memory. Encourage them in a friendly manner to continue with their story.

8. Don’t push.

If the interviewee has trouble remembering a certain topic do not push them, move on to the next question. They may wish to revisit a previous question later in the interview.

9. Do not interrupt!

Even if the veteran strays from the question at hand, they may tumble across an unexpected memory that is priceless!

10. Say thank you.

When the interview is finished, thank the veteran for their service to their country and for taking the time to share their memories. Clearly restate your name and the interviewee’s name once again, before you stop recording.

11. Keep in touch.

Update the interviewee on the progress of your oral history project.

The Millville Army Air Field Museum preserves U.S. military aviation

history, including the recent Middle East conflict. Museum programs and tours focus on education about Millville’s vital role in aviation history and the history of the P-47 Thunderbolt. The museum is a federal nonprofit organization, which was founded in 1983, and incorporated by the State of New Jersey in 1988.

By Robert Trivellini, Stephen Barbaccia and Stephen Wilchensky, Millville Memorial High School.

With Guy Robbins, Executive Director, Millville Army Air Field Museum.



Students with a local veteran at the Millville Army Air Field. Photo credit: David Yellen

Teaching From The Grave:

Community History at the Local Cemetery:

A Save Our History How To Project Guide

At the *Save Our History*® National Honors luncheon in May 2005, **The History Channel**® awarded the Three Village Historical Society, in collaboration with students at Minnesauke Elementary School, the *Save Our History* Classroom Award for their exceptional *Save Our History* project. Students learned the history of their community by exploring a very valuable resource: the local cemetery. At the graveyard, students recorded data from headstones. In the classroom, they compiled, organized, and graphed information to demonstrate changes in mortality rates, population patterns, and longevity over time. Additionally, historical texts from the local historical society were used to interpret and explain data from the gravestones.



Minnesauke Elementary, East Setauket, NY.
Bank of America Classroom Award Winner.

Project Description:

Students will visit their local cemetery, record details from the headstones, and conduct a detailed analysis of the information they collect as it pertains to local and national history.

Goal:

Students will discover that they can learn history through a variety of sources, including their local cemetery. Students will preserve – and perhaps unearth – important information about the history of their community.

Time Required:

1-2 days spent in a local cemetery;
2 class periods spent organizing data

Materials Needed:

Data collection sheets, clipboards, pencils, calculators, bags of pebbles, historical texts, computer access.

Project Guidelines: Preparing for Your Cemetery Visit

1. Collaborate!

Contact your local historical society and invite a representative to work with your class.

2. Identify existing resources.

Identify whether the information at the graveyard has already been documented or mapped out. If it has, ask for a copy of the records. If not, plan a field trip with students to collect and record this information. In addition, investigate books they may have to further your inquiry.



Minnesauke students at Setauket Presbyterian Cemetery.

3. Create worksheets.

In preparation for the field trip, create a data collection sheet and practice recording information with students by using gravestone rubbings or photos in class.

Project Guidelines: At the Cemetery

1. Gather data.

Collect information from gravestones (i.e. day, month, year of birth and death, family name, and gender of individual). Have students work in pairs to ensure information is properly recorded.

2. Avoid duplicate entries.

Place a rock atop the headstone to indicate that information has been collected.

3. Enter data into a spreadsheet.

Have students work in pairs on a computer to log the data they collected.

4. Organize data.

Use the computer spreadsheet program options to configure the data in ascending order by category (i.e. year of death, gender, etc.) and print several copies.

Project Guidelines: Follow-Up Research

1. Think critically.

Ask students to consider events in history which may have impacted your community. (The introduction of antibiotics in the 1940s may inspire you to separate your data into pre- and post-1940 groups.)

2. Divide students into groups and assign categories to investigate.

For instance, one group may examine average age of deceased subjects longitudinally, while others may examine percentage of deaths by month.

3. Graph your findings.

4. Make connections.

Examine historically significant occurrences which may have impacted your community.

5. Present your work to the community.

Correlate your findings and present them to your community. Some suggestions could include creating data-based documents,

including the information on the historical society or school's website, or delivering the information via a science-fair-style format.

The Three Village Historical Society, located in the historic Bayles-Swezey House in Setauket, New York, works within the community to explore local history through education. The Three Village area is located on Long Island Sound, midway between New York City and the eastern tip of Long Island. It includes the incorporated villages of Old Field and Poquott and the unincorporated communities of Setauket, East Setauket, South Setauket and Stony Brook.

By Dr. Frank Turano, President, Three Village Historical Society with Paul Wilgenkamp, Sixth Grade Teacher, Minnesauke Elementary School, Setauket, NY.

Helpful Tips:

1. Cluster the population in 5- or 10-year intervals. If your population is small, use individuals.
2. Compare the community mortality data to the arrival or departure of industry (i.e. immigration and emigration).
3. The U.S. Census is available on the web.

Extension Idea:

Use digital images to record and archive gravestone images and map the graveyard.

Adaptation for Special Learners:

Use digital images of headstones from the cemetery to enable students with disabilities to take part in the project back in the classroom.



Students from Charlotte, NC during an intensive exploration of the endangered Davidson Family Cemetery at Rural Hill Farm

A DOLLOP OF HISTORY IN EVERY BITE:

Recording Regional Culinary History:

A *Save Our History* How To Project Guide

The Historic New Orleans Collection (THNOC) partnered with teachers and 420 students, ranging from 7th to 12th grade, in four New Orleans Public Schools: Benjamin Franklin Elementary, The Lusher School, Mary Church Terrell Elementary, and O. Perry Walker Senior High. Using *Save Our History*® lesson plans and activities, representatives from THNOC helped students uncover family food traditions and recipes. Historians from THNOC and New Orleans culinary historians visited participating classes to discuss the city's Creole history and cultural heritage. Students took field trips to local restaurants, sampled some of New Orleans' signature dishes, and interviewed internationally renowned chefs to discover how New Orleans' Creole culinary traditions helped shape the culture and economy of their community, state, and nation. Students collected their favorite family recipes and produced a cookbook including a history of Creole cuisine.

Project Description:

Students will collect family recipes and compose a "Classroom Cookbook."

Goal:

To preserve local culinary (food) heritage and investigate how immigration and America's ethnic and cultural diversity affect the students' community and daily life, including food choices and eating habits.

Time Required:

1-3 hours of class time. Students will also keep a seven-day food journal



Students preparing traditional New Orleans cuisine. Photo Credit: David Yellen

Materials needed:

Notebooks for a food journal and family interviews, pens, 5 x 8 index cards, camera or disposable camera(s), video camera and/or audio recorder and extra batteries to record interviews.

Project Guidelines:

1. Create a "Food Journal."

For seven consecutive days, ask students to use a notebook to record the foods and/or types of dishes that are served at each of their daily meals, whether at home, school, or dining out.

2. Analyze the journal.

Once the journal is complete, have students work with a family member to identify the different ethnicities represented by each meal.

3. Interview a family member or adult.

Arrange a time to ask questions about family food traditions and recipes. Sample interview questions may include:

- When you were growing up, what types of food did your family eat on a daily basis?
- Please describe any special dishes or meals that your family ate on special days or holidays.
- Please discuss food traditions or recipes, written or unwritten, that your family has handed down through the generations.
- Describe any family foods that are no longer eaten or traditions that are no longer followed.

- What favorite food traditions will you hand down to your children?
- Are there any other food-related memories that you would like to share with me?
- In what ways do you think American food traditions have changed over the years?

4. Compile and discuss findings. (Class Activity)

Divide the class into groups of 4-5 students. Create a graphic organizer or chart that illustrates the variety of community food traditions each group discovered. Ask each group to use the graphic organizer to write a 1-3 sentence summary describing what they learned about community food traditions. Hold a classroom discussion in which students share their graphic organizers and summaries.

5. Supplemental research.

Investigate how recipes with origins in other countries inspire a richness and diversity in the food prepared in your community's kitchens and restaurants. Examine telephone books, newspapers, and restaurant menus and make a list of your community's ethnic restaurants. Invite community chefs to speak to your class about local cuisine and food traditions. Compare and contrast the information gathered during the classroom interviews with local chefs with what your class learned from their family interviews. Use the U.S. Department of Agriculture's "My Pyramid" food guide at mypyramid.gov to examine the health and nutritional value of each cuisine's signature dishes.

6. Create a "Classroom Cookbook."

Use the recipes and research that you and your peers collected to create a classroom or community cookbook of favorite family recipes, including relevant information you unearthed in your research.

By Sue Laudeman, Education Curator for The Historic New Orleans Collection and Memory Seymour, Curriculum Consultant for THNOC.

The Historic New Orleans Collection, a museum and research center operated by the Kemper and Leila Williams Foundation presents and interprets the history and culture of New Orleans and the Louisiana region for the benefit of the public. The Collection gives life to this history and places it in its appropriate regional, national, and international context.

Helpful Tips:

- If there is time, students should ask a family member or adult if they can observe while (s)he prepares a recipe.
- Write down interview questions ahead of time. Use a notepad to record interview notes.
- Take pictures during the interview and, on the notepad, record the subject of each picture taken.

For more project ideas and *Save Our History* How To Guides that provide guidelines for incorporating local history into the classroom please visit saveourhistory.com.



Students preparing traditional New Orleans cuisine. Photo Credit: David Yellen

Our thoughts and prayers are with our friends from The Historic New Orleans Collection following the devastation caused by Hurricane Katrina.



Save Our History National Honors

The History Channel® created the *Save Our History*® National Honors to recognize the teachers and students from across the country who demonstrate exceptional commitment to history education and/or historic preservation in their communities.

The Save Our History Teacher Honors

The History Channel will award \$1,000 cash prizes to 24 teachers who introduce their students to the concept of preservation and best incorporate local community history into their classroom curricula. Elementary, middle, and high school teachers are invited to apply.

From the pool of applicants for the *Save Our History* Teacher Honors, a panel of judges will select a **Save Our History Teacher of the Year**. The Teacher of the Year will receive a \$5,000 cash honorarium and an all-expense-paid trip to Washington, DC, where they will be recognized for their exceptional efforts at the *Save Our History* National Honors luncheon.

In order to be eligible, teachers must be signed up to receive the *Save Our History* Educator's Manual and additional monthly *Save Our History* lesson plans and activities. To register, please visit saveourhistory.com/educators/manual.jsp. Please visit saveourhistory.com for a full listing of guidelines, criteria, application materials, and to learn more about the *Save Our History* Teacher Honors.

The Save Our History Student Scholarships

The History Channel will award \$1,000 scholarships to 24 students who best document, help preserve, research, or teach others about a significant aspect of their local history. Elementary, middle and high school students are invited to apply.

From the pool of applicants for the *Save Our History* Student Scholarships, a panel of judges will select a **Save Our History Student of the Year**. The Student of the Year will receive a \$5,000 scholarship and an all-expense-paid trip to Washington, DC, where they will be recognized for their exceptional efforts at the *Save Our History* National Honors luncheon.

Students can submit essays and/or projects demonstrating their efforts to learn about and/or help preserve an aspect of their community that they think is important to their local history. The focus can be a neighborhood, building (residential, commercial, school, etc.), historic site, historic collection, monument, artifact, document, etc. Submissions can include essays, photo essays, collages, mobiles, posters, documentary videos, oral histories, etc.

Please visit saveourhistory.com for a full listing of guidelines, criteria, application materials, and to learn more about the *Save Our History* Student Scholarships.



Students from Wing Luke Elementary School reading a book they produced on the Kong Yick Building in Seattle, WA

The History Channel Save Our History Grant Program



Students from Urban High School gather around a replica of Old 21, San Francisco's oldest surviving firehouse. Photo credit: Shelley Eaves

In Haines, Alaska, native community elders used a \$9,600 Save Our History® grant to work with elementary, middle, and high school students to preserve and raise a historic 40-foot Friendship Totem Pole.

In Philadelphia, a \$9,000 Save Our History grant supported a collaboration between students, archaeologists and preservationists on an urban archaeological dig and uncovered artifacts from the Civil War at The Johnson House, a stop along the Underground Railroad.

In San Francisco, students and the community used a \$1,000 Save Our History grant to help preserve "Old 21," a historic 19th-century firehouse that played a critical role in the aftermath of the devastating 1906 earthquake.

The Save Our History Grant Program was developed to encourage schools and youth groups to collaborate with nearby local history organizations on projects that teach students about their local history and actively engage them in its preservation. **The History Channel** will award \$250,000 in grants annually to local history organizations

(museums, historical societies, preservation organizations, libraries, archives, etc.) in partnership with schools or youth groups to help fund education-based community history and/or preservation projects. Organizations can apply for grants of up to \$10,000.

Teachers interested in extending their activities beyond the classroom are encouraged to reach out to a local history organization in their community to partner for a grant for a local preservation project. This provides an excellent opportunity to involve students in community-based service learning projects. These projects can be designed for elementary, middle, or high school students and can include one class, several classes, a school, or an entire school district.

To learn more about the Save Our History Grant Program, please visit saveourhistory.com and click on "Save Our History Grants" on the left-side scroll menu. There you will find criteria and guidelines, important dates and deadlines, and information about past grant recipients' projects. Please feel free to email us at info@saveourhistory.com with questions.



Recipients of the 2005 Save Our History Bank of America Classroom award for their project, Teaching from the Grave. Photography: John Harrington



Resources



The original Star-Spangled Banner.
(Courtesy of the Smithsonian's National
Museum of American History)

Preserve America

preserveamerica.gov

The Preserve America website is the information center for this White House initiative dedicated to helping Americans get involved in efforts to protect and restore the natural and cultural resources of the United States.

The Advisory Council on Historic Preservation

achp.gov

This council promotes the preservation, enhancement, and productive use of national historic resources, and advises the President and Congress on national historic preservation policy.

Bill of Rights Institute

billofrightsinstitute.org

This organization devoted to the study of the Bill of Rights provides excellent lesson plans for teachers, broken down by age group.

The Department of Commerce

commerce.gov

This website offers resources and information on the stewardship of our natural resources as well as employment and grant opportunities.

The Department of the Interior

doi.gov

An excellent website with information on the preservation of resources, endangered species, and possibilities for involvement in preservation and conservation projects.

The USA Freedom Corps

usafreedomcorps.gov

This coordinating Council, housed at the White House and chaired by President George W. Bush, works to strengthen our nation's culture of service and help find opportunities for every American to start volunteering.

Heritage Preservation Services of the National Parks Service

cr.nps.gov

Heritage Preservation Services helps citizens and communities identify, evaluate, protect and preserve historic properties for future generations of Americans. Provides a wealth of information on the history and preservation of American battlefields, historic buildings, and landmarks.

The National Trust for Historic Preservation

nationaltrust.org

A private nonprofit organization with more than 200,000 members, the National Trust has been a leading force in preservation since its founding. Their website includes extensive information on preservation, resources for local and state organizations, and a wealth of information on the initiatives and services of the National Trust.

National Register of Historic Places, National Parks Service

cr.nps.gov/NR/index.htm

This is the nation's official list of historic places, part of a national program to coordinate and support public and private efforts to identify, evaluate, and protect historic and archaeological resources.

U.S. National Archives and Records Administration

archives.gov/index.html

The nation's official record keeper, NARA keeps and maintains historic documents; this website provides links about archive and document management and preservation.

The Civil War Preservation Trust

civilwar.org

A national organization dedicated to saving and preserving Civil War battlefields. This website also includes helpful tips on how to get involved in battlefield and land preservation efforts.

Heritage Preservation, The National Institute for Conservation

heritagepreservation.org

This website features extensive information and resources on how to preserve documents, photos, and ratifications; also includes links to books and other organizations devoted to historic preservation.

PreserveNet

preservenet.cornell.edu/index.html

A comprehensive and regularly updated database for preservationists including the latest in preservation research and professional opportunities in the field.

The Smithsonian American Art Museum, Save Outdoor Sculpture! Project

americanart.si.edu/art_info/sos.cfm

Save Outdoor Sculpture! is a project dedicated to documenting and preserving outdoor sculpture. The program supports and trains those interested in the preservation of sculptures, and lists resources for how to get involved in local efforts.

Preservation Directory

preservationdirectory.com

An excellent resource for connecting with local and state preservation, building restoration and cultural resource management projects and initiatives. Their goal is to facilitate communication and exchange between preservationists throughout the U.S. and Canada.

International Council on Monuments and Sites, U.S. Committee

icomos.org

This organization is dedicated to heritage conservation and historic preservation; this site describes the activities of US/ ICOMOS and their collaborations with other organizations committed to cultural and historical preservation.

American Battlefield Protection Program, National Park Service

nps.gov/abpp/index.htm

This program promotes the preservation of historic battlefields on U.S. soil; this webpage describes their assistance to groups and organizations engaging in the preservation, management, and interpretation of these sites.

National Association of Tribal Historic Preservation Officers

nathpo.org

This association is a national non-profit supporting the preservation, maintenance and revitalization of the culture and traditions of Native peoples of the United States, mostly through the support of Tribal Historic Preservation Programs approved by the National Park Service. This website includes background on their work and related issues.

The Old House Journal

oldhousejournal.com/notebook/npsbriefs/index.shtml

The online site for this magazine includes a Preservation How-To, a restoration directory which lists more than 200 companies, and tips for restoring the historic pieces you may have in your own home.



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