

# Lesson Plan: Historical Connections Board 3

Drawing Connections between Historical World Events and our History on Guam

## Creating a Historical Connections Journey [continued] (Part 3 of 4)

**Subjects:** Social Studies, History, Language Arts, Art **Grade-level:** Elementary [4-5], Middle [6-8], High [9-12]

**Time required:** 50 minutes

**Related links:** [Guampedia](#), [Micronesia Milestones](#)

**Materials required:** Poster board, card-stock, construction paper, crayons, markers, colored pencils, other art materials

### Description

In this activity, students begin creating their Historical Connections journey (to be presented to an audience in part 4 of this lesson series).

### Objectives/Skills

- Students will apply their planning and development from the previous class period toward creating their poster board as part of the historical connections journey.
- Students will creatively present information on how historical events are connected to Guam history.

### Questions or Assessment

- Do students apply the categorizations and themes developed during the previous lesson?
- Are students attempting to present information in a creative manner?
- Are students taking into account the background and needs of their audience (are they presenting to peers, younger students, adults)?

## Procedure

### *Teacher prep*

Provide materials for students to make their Historical Connections journey.

### *Preparation (7 minutes)*

1. Have students reassemble into their separate groups.
2. Ask students to share among themselves the results of their research (which was conducted as homework following the previous lesson).
  - If students do not feel they have enough research, remind them that they can still conduct additional research and incorporate it into their poster board prior to the audience presentation scheduled to take place during the next lesson.
3. If time permits, have students begin sketching out ideas and designs for their poster board.

### *Work Session (40 minutes)*

1. Instruct students to spend the rest of the class period working on their poster boards.
2. Spend time walking around the classroom and helping students. Many may feel stuck or confused, so feel free to provide examples or help in other ways. Encourage creativity.
3. Periodically remind students of the time (e.g. “You have 30 minutes left. By now you may want to finish up your design and start placing information on the board”).
4. With only 5 minutes left in the work session, instruct students to wrap things up and begin planning how they will complete the poster board as homework.

### *Recap (3 minutes)*

Recap what we’ve done and learned in the lesson and unit:

“Today we’ve recapped the themes developed and discussed during the previous lesson, and shared among our group the results of our research. We then sketched out plans for our poster boards, and began working on them. Hopefully by now you are nearly complete, and can finish up the last small portions as homework prior to the next class period.”

Ask students for their favorite parts of the activity.