

Lesson Plan: Historical Connections Board 4

Drawing Connections between Historical World Events and our History on Guam

Historical connections presentation (Part 4 of 4)

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

Time required: 45 minutes

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

Description

In this lesson, students will present their historical connections journey to others.

Objectives/Skills

- Students will get the opportunity to apply their work by presenting their historical connections journey to another individual or group.
- Students will be discuss the impact of their work on themselves and their audience, and further discuss the importance of researching and understanding the impacts and interconnectedness of historical events (particularly as they relate to Guam history and contemporary life).

Questions or Assessment

- Are students engaged in presenting their journey to an audience?
- Do students feel comfortable in sharing their findings with an audience, and answering questions?
- In discussions, are students able to recognize the importance of understanding the interconnectedness and impact of history?

Procedure

Teacher prep

Recruit another class to serve participate in the historical connections journey. If another class is unavailable, then recruit another teacher or administrator to go through the class-created tour.

Prep for Audience (10 minutes)

1. Have students quickly put up their poster boards. Be sure to spread them around the room, so that there is space for the audience to move from spot to spot (and to have your students stand beside their work in order to answer any questions that may arise).
2. Prior to introducing the audience, remind students that they are to serve as hosts and guides to their guests. Depending on the maturity level of your class, you may need to spend some time reviewing proper conduct.
3. Remind students to allow the audience to read the poster boards at their own pace. Students should be available beside their poster boards should the audience members have any questions.

Conduct Historical Connections Journey (25 minutes)

1. Provide the audience with an overview of the activity.
 - Example: “Our class has worked extremely hard, throughout the semester, toward drawing connections between international historical events and Guam history. This project that you are about to see is a journey through the historical connections we’ve found.”
2. Remind the audience to be respectful of the presentations, and to feel free to ask clarifying questions.
3. If the audience is large, encourage them to start at different places so that there is not much crowding.
4. While the audience is moving at their own pace through the exhibit of poster boards, walk around and encourage them to ask questions (even about how your students conducted their research, how the themes were decided upon, or how the poster boards were created).
5. Once the audience is finished touring, ask them to share their favorite parts to your class. Be sure to emphasize to the audience all the hard work that was put in by your students. Lastly, thank your audience for attending, and give everyone a round of applause.

Class Discussion of the Entire Project (10 minutes)

1. After the audience has left, bring your class together and ask them to just speak about the experience. Encourage them to share their feelings.
2. Review with students all the steps taken in this project:
 - Developing and populating a Historical Connections board.
 - Identifying themes, and tailoring a presentation plan for a specific audience.

- Researching individual historical events and how they are interconnected with Guam history, and creating a poster board presentation.
 - Hosted an audience and educated them about the historical connections we have discovered.
3. Ask students what parts of their poster boards were most effective. Then, ask students to identify portions of their poster boards that they would do differently next time.
 4. If time allows, encourage students to discuss what they have learned regarding the interconnectedness of Guam history with international history.
 5. Reiterate to students that they have completed a very impressive project, and that they should be proud of their results.
 6. Ask students for their favorite parts of the activity.