

Lesson Plan: Historical Connections Board 1

Drawing Connections between Historical World Events and our History on Guam

Establishing and using the Historical Connections board (Part 1 of 4)

Note: This lesson can be done on its own, or continued on to incorporate the next three parts of the lesson series.

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

Time required: On-going (in 1-5 minute increments) **Materials required:** Construction paper, marker

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

Description

In this on-going activity, students will practice drawing connections between historical world events and Guam history.

Objectives/Skills

- Students will learn to identify or draw connections between historical world events and Guam history.
- Students will be visually reminded, throughout the year, of the significance of world events and Guam history.

Questions or Assessment

- Are students actively drawing connections between historical world events and Guam history?
- Are students independently remembering to place Guam history in a global historical context?

Procedure

Teacher prep

Create a large “Historical Connections” board out of construction paper or a large piece of paper. Tape it to a visible location of the classroom, where it can remain for the course of the unit/semester/year. Decorate it in whatever way you think will be visually appealing.

Explain Historical Connections Board to Students (10 – 15 minutes)

1. Explain to students that the board posted in the classroom will serve as a “Historical Connections” board. As the class progresses through the year, they will come across many examples of world history that impact (either directly or indirectly) the history and contemporary culture of Guam. Whenever an example comes up, students are to help the teacher by noting on the board the example.
2. The board should include the following headers:
 - World Event
 - Impact on Guam
 - Impact Today
3. Explain that not all examples will be explicitly stated to students. They are encouraged to bring up examples themselves, and to discuss the relevance of the suggested event with their peers.
 - This latter “discussion” should be reserved from more advanced classes (high school and advanced middle school.)
4. Fill in one example on the board (so that students understand the purpose and method by which it works).
5. Encourage students to make a note if they ever come across an example in their own reading or research. If they find an example of world events shaping Guam history (perhaps while writing a research paper on a topic in another class), they are welcome to include it on the board.
 - Remind students to utilize reliable sources, such as Guampedia, when conducting their research.

Incorporating the Historical Connections Board into Daily Routine (1-5 minutes)

1. Throughout the semester, encourage students to include examples on the board.
 - Depending on the length of time the board remains up, it may become a very long list. If this happens, just create a new board and preserve the old one. The entire collection of boards can be used in the later lesson plans of this series.
2. When a student notices an example of an historical world event shaping Guam history, allow them to raise their hand and point it out. Provided that time permits, encourage the class to briefly discuss whether the example should be included, and what information can be posted on the board. (If time does not allow such a

discussion to take place, thank the student for the input, write down the example, and return to it as soon as time allows).

Recap (1 minute)

Recap what we've done and learned in the lesson [applicable only to the first day, when the Historical Connections board was established]:

“Today we've created our very own Historical Connections board. With this tool, we'll keep track of all the examples of connections between historical world events and our Guam history and contemporary lifestyles. With this approach, we hope to better understand our island's interconnectedness with the world.”

Ask students for their favorite parts of the activity.

Lesson Plan: Historical Connections Board 2

Creating a Historical Connections Journey (Part 2 of 4)

Time required: 45 minutes

Materials required: Board and chalk or markers, Historical Connections board (previously completed throughout the year)

Description

In this activity, students will use the information from the Historical Connections board to plan an educational, museum-like journey (to be created in part 3, and presented to an audience in part 4 of this lesson series).

Objectives/Skills

- Students will review the connections identified on the Historical Connections board.
- Students will develop a category system and begin grouping the connections by theme; students will also discuss areas of focus for their Historical Connections journey.

Questions or Assessment

- Were students able to develop categories and themes for the identified connections?
- Did students have difficulty remembering the historical connections identified throughout the term?
- Did students consider their audience and the best way to educate them?

Procedure

Teacher prep

Identify an audience for the historical connections journey.

Draw Connections and Groupings (12 minutes)

1. Direct students to the Historical Connections board, and ask them to browse through the list. Ask students to name some common themes or connections that they see.
 - List student responses on the board.
 - Should students be stuck, feel free to provide a few connections as examples. These may include: impact of foreign nation building, international wars, trade, etc.
 - Depending on the skill-set of the classroom, the depth of responses will vary. For elementary and middle school students, focus primarily on drawing a few broad connections (e.g. explorers, war, trade). For high school and advanced middle school students, feel free to delve further into the examples and develop more focused connections/themes (e.g. 18th century trade, missionary work, corporations and the tourism industry).
2. The connections and themes identified do not have to be mutually exclusive, or exhaustive; there are no single correct answers. Rather, responses are to serve as a way for students to engage with the material and draw larger meanings. Allow students to be creative in their connections, provided they can back up their work reasons and evidence.

Introduce the Historical Connections Journey Project (18 minutes)

1. Explain to students that they will be creating a historical connections journey for an audience.
 - Prior to this lesson, identify an audience for the project. Possibilities include: another classroom of peers, a younger classroom, parents and guardians, another teacher or group of teachers.

2. The journey will consist of a series of poster boards (or sections of wall with taped-up articles and images). Students will develop an order for the journey (most likely chronological), and at each step provide information about how Guam history is connected to international history. For advanced students, this latter portion may include information according to themes (e.g. food, clothing, trade, etc.)
 - For example, students may choose to set up the journey in chronological order. They will choose 5 examples of historical events that significantly influenced Guam. Each event will get its own poster board (or section of wall); on this poster board, students will list how the international event shaped Guam according to themes of their choice (perhaps food, clothing, religion, and trade).
3. Have students pick the four or five significant international historical events that they wish to focus upon.
4. Then have students narrow down their list of connections (developed in the prior activity) to 3-5 themes. Remind students to consider their audience (for example, if their audience is a younger class, they may want to choose themes that are more easily accessible).

Get into Groups and Plan (13 minutes)

1. Divide the class into smaller groups (ideally, of 3-4 students).
2. Assign each group one of the historical events.
3. Explain that each group is now in charge of developing the poster board (or wall section) for the assigned historical event as part of the overall historical connections journey.
4. Ask students to begin planning what they would like to include in their section. Encourage them to begin planning their method of research (as they may have to conduct research outside of the classroom).
 - If students get stuck, encourage them to focus on the 3-5 themes agreed upon by the class in the earlier lesson. Feel free to provide one or two examples to help them understand.
 - Remind students of the resources available to them, including: textbooks, libraries, primary works, experts, and the internet (including Guampedia).
5. Encourage students to conduct some outside research before the next class period; the next lesson will primarily be a work session, and so it may prove useful for the students to come in with information already gathered.

Recap (2 minutes)

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

“Today we've reviewed the historical connections board that we've been working on all term. Upon reviewing it, we identified common themes. We discussed our new Historical Connections Journey project, and then separated into smaller groups and began work on our respective sections. Be sure to conduct some research at home, as it will come in handy during our next lesson.”

Ask students for their favorite parts of the activity.

Lesson Plan: Historical Connections Board 3

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

Time required: 50 minutes

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.

Lesson Plan: Historical Connections Board 4

Historical connections presentation (Part 4 of 4)

Time required: 45 minutes

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.