

# Lesson Plan: Learning Research Methods 2

Historical Introductions: Meeting the shapers of Guam (Part 2 of 2)

**Subjects:** Social Studies, History, Performance Arts

**Grade-level:** Elementary [4-5], Middle [6-8], High [9-12]

**Time required:** 50 minutes

**Materials required:** Stopwatch, Pieces of yellow and red paper

**Related links:** Guampedia: [People](#)

## Description

In this lesson, students will introduce themselves as specific historical Guam figures. The class as a whole will gain a brief overview of the characters they will be covering during the semester.

## Objectives/Skills

- Students will introduce the individual they've researched to the class.
- The class will "meet" the people they will learn about during the upcoming semester.

## Questions or Assessment

- How well did students research their individuals?
- Did they have trouble finding information?

## Procedure

### *Teacher prep*

Bring a stopwatch to use in timing each speech, and pieces of red and yellow construction paper (to use in informing students of time limits).

### *Student Presentations of "Introductions" (40 minutes)*

1. Tell students they will have a set amount of time to speak (this will vary according to class size and time, but should not exceed 5 minutes). 2-4 minutes is appropriate.
2. Inform students that you will show them a yellow piece of paper when they have 30 seconds left, and the red piece of paper when they need to wrap it up.
3. Remind students to speak in the first person (e.g. "I am *blank*", "I was born on...", etc.) Demonstrate to the students how the equipment is used to record and playback.
4. Allow each student to introduce her/his historical figure. Be sure to provide positive feedback following each presentation.

### *Recap (10 minutes)*

1. Ask student to share their experiences
  - Was it hard finding information?
  - What could have made the research easier?
  - What will you do next time to help make the research easier?
  - How did it feel to briefly "become" your historical figure
2. Recap what we've done and learned in the lesson and unit:  
"We've learned about the resources available to us when researching Guam history. We've practiced using these resources in writing an introduction for an important Guam figure. And, we've introduced each other to some of the important individuals we'll be encountering this semester as we learn more about our history."
3. Ask students for their favorite parts of the lesson.