

Lesson Plan: Learning Research Methods 1

Historical Introductions: Learning Research Methods (Part 1 of 2)

Subjects: Social Studies, History, Performance Arts

Time required: 40 minutes

Related links: [Guampedia](#), [MARC Collections](#)
or [MARC](#)

Grade-level: Elementary [3-5], Middle [6-8], High [9-12]

Materials required: Chalkboard or whiteboard, chalk or markers

Description

With this lesson students will research an individual influential in Guam's history and begin developing an introductory speech. (This lesson is also a good way of introducing the material for a new semester, and for introducing students to each other.)

Objectives/Skills

- Students will learn the resources available for researching Guam history.
- Students will select an individual to research in greater detail.
- Students will develop a research plan.

Questions or Assessment

- Where do we go to conduct research?
- Where can we specifically go to conduct research on Guam?
- What sort of information is important to know when researching an individual?

Procedure

Teacher prep

Create a list of people students will learn about during the course of the semester. Be sure to visit Guampedia to search for more individuals under the "[People](#)" category.

Overview of Research Resources (12 minutes)

1. Ask students for ways they research topics.
2. List them on the board. They may include:
 - Ask parents, family, and friends
 - Ask teachers
 - Ask community leaders knowledgeable in this field
 - Know from experience
 - Text (Books, magazines, letters, newspapers, etc.)
 - Television and Radio
 - Internet sources
 - Library
3. Note strengths and weaknesses of each method (adjust how in-depth you go according to the abilities of the class).

Overview of Research Resources for Guam History (10 minutes)

1. Ask students for ways to research Guam history.
2. Guide them to the following answers and list them on the board:
 - Textbooks
 - First-hand accounts (parents, grandparents, relatives, and community leaders)
 - Libraries (identify any school libraries or local libraries accessible to the students)
 - If students are old enough, likely high school sophomores or older, suggest the Micronesian Area Research Center (MARC) at UOG. If students can't get to MARC some of its materials are online either at Guampedia's [MARC Collections](#) or at [MARC](#).
 - Experts (teachers and professors)
 - Internet sources such as Guampedia.com

Assign Historical Introductions Project (15 minutes)

1. Explain to students that they will each research an important person in Guam's history.
2. They may not know much about the time-period that they are researching, but there is some basic information they can determine.
 - When did they live?
 - Where are they from?
 - What did they do?
 - What do they seem to be most important for?

3. Tell the students that they must use their research in a brief “introduction” to the class.
 - They will pretend to be the character, and introduce themselves to the class.
 - In the introduction, they will cover some basic information.
 - “I am *blank*”
 - “I am important in Guam’s history because I...”
 - “One fun fact about me is that I...”
 - Provide an example, by “introducing” yourself as an important historical figure.
4. Assign each student a different historical figure (either by pulling names from a hat, having them choose, or randomly assigning)

Recap (3 minutes)

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

“We’ve learned how research is generally conducted, and more importantly, we learned how to find resources to conduct research on Guam history. Tonight, please use these resources in preparation for your upcoming introduction.”

Ask students for their favorite parts of the lesson.

Remind students that they will be “introducing” their individual in the next class.

Lesson Plan: Learning Research Methods 2

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

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

Related links: Guampedia: [People](#)

Time required: 50 minutes

Materials required: Stopwatch, Pieces of yellow and red paper

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.