

Jessica Parfitt
 History of Your Hometown
 Pittsburg High School, 1750 Harbor St, Pittsburg, CA 94565
 11th Grade
 US History or AP US History
 August 2018

History of Your Hometown

Unit Overview

Target Students	Grade 11 AP US History and US History
Summary	<p>Description - Either as an individual or in a small group, students will explore the history of their hometown. Their task will be to pick one small aspect of the history of their town that they would like to explore. For example, there may be some historical building or event or person that lived in their town, or there may be political, social, or economic history they would like to know more about. They will work their way through the research process to find their information and create some sort of physical project that will be used to add to the public history of their town. (In the city of Pittsburg, we have a local Historical Society who has offered to place their projects out as an exhibit in the Pittsburg History Museum.)</p> <p>Each lesson will walk them through a step of the research process, so that they can complete this project like real historians. They will be given guidance for each step, but it will be up to them to do the work to complete each process and produce a viable piece of public history that can be viewed and enjoyed by the people of Pittsburg.</p> <p>Aims –</p> <ul style="list-style-type: none"> • Understanding that history is not something that is disconnected from one’s self, but rather exists everywhere – Throughout the year the students will have been studying the history of the United States and in most cases, it does not include their hometowns, so it is often difficult for them to feel a connection to it or to care about history. • Understanding a sense of place – most students do not take the time to learn about their own hometowns, this project will ask them to understand where they are from in order to better understand the way their town has changed and in what way this may then affect them personally. • Giving students a voice in their own history – Throughout the year we discuss the idea of historiography, the study of historical writing. For most students, they only see history through the eyes of the authors of their textbooks or the other sources they read. Many don’t realize that by researching and writing history themselves they can take control of the narrative and therefore expand the number of voices that exist in history.
Time frame	<p>I will be using this as a final project for AP US History students after they complete the AP exam. The project will take about a month to complete.</p> <p>I can also use this at the beginning of the year with my US History students in order to help them learn the research skills they will need for the rest of the year OR at the end of the year to check for mastery of research skills learned throughout the year.</p>

	<p>Guidance through each step will be done in class through the use of worksheet guides, but research and creating the project may need to extend into homework. It is best to create check points during the week-long lessons in order to keep the students on track. Every day will begin with a check in to determine where everyone is at on their portion of their projects. Class periods are approximately 59 minutes.</p>
<p>Objectives</p>	<p>Students will be able to work through the research process to create a piece of public history for their town. The specific steps they will take are:</p> <ul style="list-style-type: none"> • Determine and narrow their topic • Establish a set of questions they need answered about their topic • Figure out what kinds of resources they need and how best to gain access to them • Gather their resources and begin taking note of their findings • Evaluate their resources and determine how best to include them in their project • Organize their research into a physical project that can be viewed by others and that they feel is best suited for their topic and message • Create their project • Present their project to the board at the Historical Society
<p>Lesson Details</p>	
<p>Lesson 1 – Determine and Narrow Topic (2 Days)</p>	<p>Tasks:</p> <ul style="list-style-type: none"> • Tour of History Museum with docent and walking tour of Old Town Pittsburg – field trip <ul style="list-style-type: none"> ○ Students will be asked to take field notes during field trip to start coming up with ideas of possible topics and ideas of how to present their projects (See: Field Note Guide) ○ Students will be expected to stay together, ask questions of the docent and guide, have field notes checked off before they leave • In class brainstorm and continue to narrow down the topic (See: Narrowing Your Topic) <ul style="list-style-type: none"> ○ Have students complete pre-brainstorming portion of worksheet – asking them to make sure they can articulate the possible topics and explore why these stood out to them ○ Have students share out their ideas for a topic – write on board <ul style="list-style-type: none"> ▪ If students have similar topic ideas, they can work in small groups for the project – highly recommend this due to short timeframe – If you’re doing this project over a longer period of time, then feel free to have them all work individually ○ Students should then work to continue to narrow down the topic to singular event, person, or place by completing the handout
<p>Lesson 2 – Establish set of questions to answer (1 Day)</p>	<ul style="list-style-type: none"> • Check in with students/groups to make sure everyone has completed the Narrowing Your Topic worksheet and answer any questions they may have • In groups/individually students should begin to breakdown their topic into smaller questions they need to find the answers to (See – Questioning Your Topic ppt.) <ul style="list-style-type: none"> ○ Power Point is broken down into the three types of topics the students may have chosen (person, event, or place)

	<ul style="list-style-type: none"> ○ It is meant to be only a jumping off point for them to begin to come up with questions they will need to find answers for in their research ○ If they're working in groups – When they have come up with a list of questions, they should break up the questions in a somewhat logical and balanced way.
<p>Lesson 3 – Determine resources needed and how to gain access to them (1 Day)</p>	<ul style="list-style-type: none"> ● Check in with students and answer any questions they may have ● Discuss as a class their dream resources – in a perfect world, what people would they like to interview and what resources do they wish they had. <ul style="list-style-type: none"> ○ Discussion may lead to certain maps, city plans, old leaders of the town, etc. ● Provide them with a list of resources for your town (See – Local Resources) <ul style="list-style-type: none"> ○ Contact(s) at City Hall <ul style="list-style-type: none"> ▪ Records Department ▪ City Planning ○ City Library ○ Historical Society ○ Contact information of older volunteers from the town who have lived there for multiple decades ● Discuss the benefits of each one of these sources ● Discuss Interview Skills (See – Local Resources) ● Recommendation – reach out to all of your sources yourself first to make sure they know the students are coming and to make sure they have your contact information in case of an emergency
<p>Lesson 4 – Gather sources and take notes (1 Week)</p>	<ul style="list-style-type: none"> ● Check in each day with each student/group to make sure they are getting through their research. ● Students should decide which resources may help them best answer their specific questions <ul style="list-style-type: none"> ○ Remind them that certain sources may answer more than one question and that certain questions may require more than one resource ● This week should be dedicated to emailing their contacts, setting up and having interviews, reading through resources they get, taking notes on their resources. (See – Gathering Sources and Taking Notes)
<p>Lesson 5 – Evaluate sources and determine how to include in project (1-2 Days)</p>	<ul style="list-style-type: none"> ● Over these two days students should look at their resources and make sure they can cite them and determine if their questions are fully answered. If they are not, then they should reevaluate where they should go next for more information. ● They should also evaluate the validity of their resources. Since their research will be a combination of both primary and secondary sources, they will need to make sure they are finding at least two-three pieces of evidence to really support any claims they want to make in their final product. (See – Evaluating Sources)
<p>Lesson 6 – Organize research and determine best medium to use to present topic and message (1 – 2 Days)</p>	<ul style="list-style-type: none"> ● Show students a number of different types of museum exhibits and public history exhibits – Anything from statues to traditional museum exhibit or even more interactive exhibits. ● Allow them time in their groups or individually to investigate other exhibits and time to discuss what makes the most sense for them ● Once they decide upon their medium, then should discuss their next plan of

	action. (See - Project Planning)
Lesson 7 – Create Project (1 week)	<ul style="list-style-type: none"> This week is dedicated to giving the students time and space to create their project and their mini presentation. Then should use the Project Planning Page and the Rubric as a checklist to make sure they are completing each part of the project
Lesson 8 – Present Project (1-2 Days)	<ul style="list-style-type: none"> Invite administrators, other teachers and their classes, members of the Historical Society, members of the school board, members of the city council, and anyone who helped with the project to come and see the students present their projects.

Materials/Resources Needed

- Doc A - Field Note Guide Worksheet
- Doc B - Narrowing Your Topic Worksheet
- Doc C – Questioning Your Topic PPT.
- Doc D – Local Resources
- Doc E – Gathering Sources and Taking Notes
- Doc F – Evaluating Sources
- Doc G – Project Planning
- Doc H – Rubric

Grading System

	4	3	2	1
Process	Completed all worksheets and steps on time and with great detail	Completed all worksheets and steps on time with some detail	Completed all worksheets and steps but either not on time or missing some detail	Missing one or more worksheet or step from the research process
Research	Has an abundant (10-12) number of varied and relevant resources that show a great depth of knowledge of topic. No errors on work cited page and in use of parenthetical citations.	Has many resources (9-8) resources that are mostly varied. Show strong understanding of topic. Few errors on work cited page and in use of parenthetical citations.	Has some resources (5-7), limited in type, and shows limited understanding of topic. Many errors on work cited page and in use of parenthetical citations.	Very few sources and shows a lack understanding of topic. Either missing work cited page or parenthetical citations.
Historical Write-up	Uses proper grammar and structure with no spelling or mechanical errors. Shows clear organization of thought. Shows deep understanding of topic.	Uses proper grammar and structure with limited spelling or mechanical errors. Organization is mostly well structured and shows strong understanding of topic.	Uses mostly proper grammar and structure but contains many spelling and mechanical errors. Organization is choppy and shows limited understanding of topic.	Grammar and structure is poor and contains numerous spelling and mechanical errors. Lacks clear organization and shows a great lack of understanding of topic. Research barely

	Clear use of research.	Somewhat clear use of research.	Limited use of research.	mentioned
Project	Aesthetically pleasing and clearly well thought out medium. Very easy to understand the purpose and topic being conveyed.	Aesthetically pleasing but could use a bit more time to perfect. Easy to understand purpose and topic.	Clearly hurried through, and difficult to understand purpose and topic.	Not complete or missing information or parts.
Presentation	Clearly conveys in a professional manner the purpose of their project and what they hope people learn about their city.	Conveys in a somewhat professional manner the purpose of their project. A bit choppy or underprepared.	Lacking preparedness and does not easily convey the purpose or their project.	Clearly limited to no preparation and lacks almost any clarity in the purpose of their project.
Other				
Resources below - All resources can be edited to provide students with more room to write.				
Standards – This project covers skill standards not content standards, so there are not particular numbered standards that pair up for this project. The following skill standards come from the History Social Science Content Standards of California				
<ul style="list-style-type: none"> ○ Historical Research, Evidence, and Point of View <ul style="list-style-type: none"> ○ Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentation ○ Historical Interpretation <ul style="list-style-type: none"> ○ Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments ○ Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values 				

Doc A – Field Note Guide Worksheet

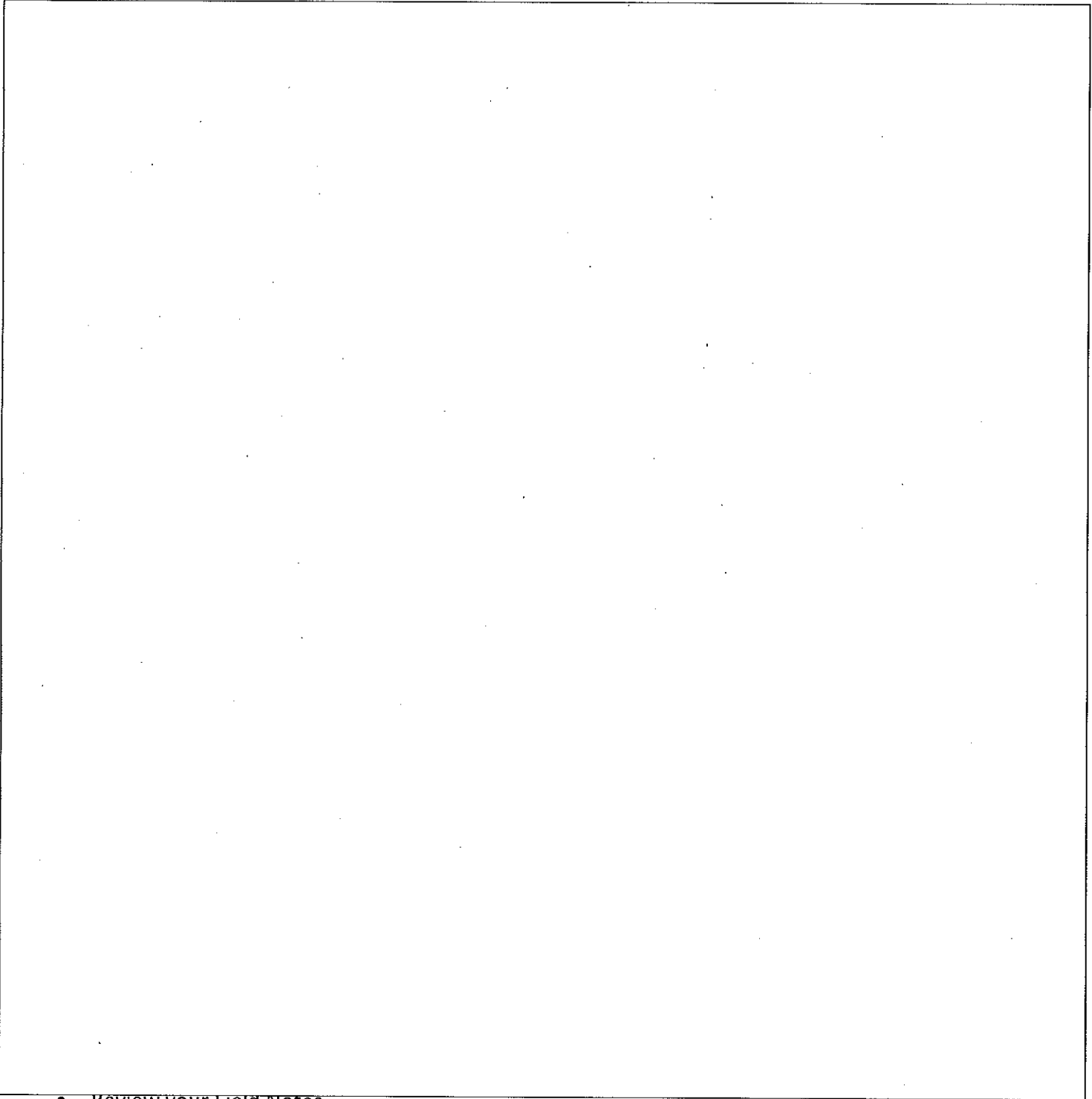
Field Notes

- Can be written in shorthand or in abbreviations

- Should/can just be details
- Can be both text and drawings
- Should be clearly labeled with what you are covering
- Should have some sort of organization that you can turn into more complete notes

Feel free to take notes here or in your own notebook.

Focus – Topics that stand out to you about Pittsburg – can be an event, person, or place that you find interesting. Take note of the topic and the details that stand out to you the most.



- Review your Field Notes

Questioning Your Topic

If you are focused on an event, then...

- When did it happen?
 - Was there anything else happening in the state, country, or world, that is connected to this event?
- Who was involved?
 - What role did they all play?
- Why did it happen?
- What were the results of this event?
- What is the historical significance of this event?
- How was this event significant to the history of Pittsburgh?
What other questions can you think of?

Why Question?

- Why is it important to come up with a set of questions before you begin your research?
 - Pre and Cues
- On the following slides you will find a jumping off point of the types of questions you could use to guide your research
- There are many different types of questions – some may be very direct and some may not have an easy answer and may require interpretation of the research on your part
- As you will see many of the questions will easily lead you to a whole new set of questions

If you are focused on a place, then...

- What is the name of this place?
 - Is it named after something?
 - Why was the name chosen?
- What happens or happened at this place?
 - Who is attached to this place?
 - Does or did someone of significance own it?
- How is this place used today?
- How does it affect the city of Pittsburgh?
What other questions can you think of?

If you are focused on a person, then...

- When and where were they born?
 - Was there anything significant about the time they were born or where they were born?
- Are they alive? If not, when did they pass? How?
 - Where did they grow up?
 - What affect did this have on them?
- What was their childhood like?
- Did they go to school? Where?
- What was their family life like?
- How are they significant to the city of Pittsburgh?
What other questions can you think of?

Assignment

- As a group write out ALL your questions.
 - Understand that more questions may come to mind as you begin your research and this is okay!
- Once you feel your list is as complete as you can do without having done any research, begin to split up your questions in a balanced way
 - Think about breaking it down perhaps by time period
 - For example one person can take your topic's early life (person or place) or the events that led to your specific event.
- Each person should then write out their questions on a piece of paper or type them up on a document and turn them in before the end of class

City Hall Resources

- City Planner
- City Records

Historical Society

City Library

- Librarian

Volunteers

Tips and Tricks

- Different ways to reach out
 - Phone –
 - Always make sure to first say Hello and introduce yourself
 - Then explain who you are (Pittsburg High School Student) and what you are working on (project). Also explain why this topic is important to you.
 - Then politely ask if they have time to either meet with you or answer a few questions
 - Pay attention to their tone! If they sound busy then make time to speak with them at another time
 - Don't forget to say thank you at the end of the conversation
 - Email –
 - Similar to a phone call, make sure to introduce yourself, where you're from, what you are working on and why.
 - Ask for their assistance politely and be to the point about what information or questions you are looking for
 - Before you send the email, make sure to read it aloud a few times to check for grammatical errors, and do a spell check before sending
 - Do not use slang or abbreviations
 - Make sure to say thank you at the close
 - In-person
 - Wait patiently until it is your turn if there is a line when you arrive
 - Dress appropriately and professionally
 - Shake their hand and make eye contact
 - Again, introduce yourself, where you're from, what you are working on, and why.
 - If this is for an interview, make sure you show them the questions before hand. Let them know you can come back later if it helps them better answer the questions.
 - If you chose to record the interview, make sure to ask for permission before hand
 - Come prepared, but feel comfortable asking them follow up questions
 - When done, thank them for their time, and make sure to get their contact information for any follow up questions
- Safety
 - Make sure you let other people know who you are meeting with and when.
 - If you feel uncomfortable going alone, feel free to ask a friend, a parent, or myself to go with you
 - Don't meet with someone alone in a secluded place
- Other suggestions
 - Always feel comfortable reaching out again if you come up with another question
 - Send a follow up thank you email or letter
 - Take your notes similar to field notes if that helps or feel free to write more detailed notes
 - Make sure to take note of the date and time, so that you can better cite your source.

Doc E - Gathering Sources and Taking Notes

Recommended Organization - Use index cards or notes that are separated by question

Question – Write out whole question and possible follow up questions

Name your source - Take notes that you find from this one source

Name another source – Take notes that you get from this source

On the back – fully cite your source using proper MLA formatting
Suggest – also write out the parenthetical citation

BUT, you can organize your notes however you see fit, but make sure I can understand them because they will be graded.

Suggestions:

- Take notes in your own words whenever possible
- Always cite your sources right away
- Always remember your purpose – What do you hope people will learn from this project? What is the message you are trying to get across about this person/place/event?
- Always think about any follow up questions that may help you provide better clarity

Now that you have all your resources gathered and your questions answered, it is now time to decide how to present this information. Your project must have three parts:

- Written Explanation
 - Should provide detailed explanation of your topic – this should be all your research questions and notes and research turned into a proper paper about your topic.
 - Should be written using proper grammar and mechanics and should provide a full picture of your person/event/place.
 - This will be only read by me and will be one part of your overall grade
 - Should be completed in google docs and submitted to turnitin.com
 - Should include your full work cited page
- Project
 - This should be the physical representation of your topic.
 - It can be in whatever medium you believe will allow the most people to understand it.
 - It can be both a physical thing as well as a brief write up, so people know what they are looking at when they are viewing your piece of public history
 - Should be completed the day before the presentation
- Presentation
 - This is what you will present formally in front of an audience of your peers and members of the community
 - Should include a summarized version of your written explanation as well as an explanation of why you picked this topic and what you hope people learn from it.
 - Can be written out on index cards or typed out as a speech.
 - Will be presented on the final day of this project

After reviewing as a class, the different forms of public history, take some time to explore the internet for others. By the end of the class you should have narrowed it down to no more than two options. You must pick your medium by the end of class tomorrow.

Chosen Format (explain or sketch out:

Why did you pick this format?

What supplies do you need? Who will get what part?

Set up check points for your group –

When should the rough draft of the written explanation be due?

Who will edit the rough draft?

When will the final written explanation be done?

When should the physical project be done?

When should the rough draft of the presentation be done?

When will you practice your presentation?

Doc H – Rubric

	4	3	2	1
--	---	---	---	---

Process	Completed all worksheets and steps on time and with great detail	Completed all worksheets and steps on time with some detail	Completed all worksheets and steps but either not on time or missing some detail	Missing one or more worksheet or step from the research process
Research	Has an abundant (10-12) number of varied and relevant resources that show a great depth of knowledge of topic. No errors on work cited page and in use of parenthetical citations.	Has many resources (9-8) resources that are mostly varied. Show strong understanding of topic. Few errors on work cited page and in use of parenthetical citations.	Has some resources (5-7), limited in type, and shows limited understanding of topic. Many errors on work cited page and in use of parenthetical citations.	Very few sources and shows a lack understanding of topic. Either missing work cited page or parenthetical citations.
Historical Write-up	Uses proper grammar and structure with no spelling or mechanical errors. Shows clear organization of thought. Shows deep understanding of topic. Clear use of research.	Uses proper grammar and structure with limited spelling or mechanical errors. Organization is mostly well structured and shows strong understanding of topic. Somewhat clear use of research.	Uses mostly proper grammar and structure but contains many spelling and mechanical errors. Organization is choppy and shows limited understanding of topic. Limited use of research.	Grammar and structure is poor and contains numerous spelling and mechanical errors. Lacks clear organization and shows a great lack of understanding of topic. Research barely mentioned
Project	Aesthetically pleasing and clearly well thought out medium. Very easy to understand the purpose and topic being conveyed.	Aesthetically pleasing but could use a bit more time to perfect. Easy to understand purpose and topic.	Clearly hurried through, and difficult to understand purpose and topic.	Not complete or missing information or parts.
Presentation	Clearly conveys in a professional manner the purpose of their project and what they hope people learn about their city.	Conveys in a somewhat professional manner the purpose of their project. A bit choppy or underprepared.	Lacking preparedness and does not easily convey the purpose or their project.	Clearly limited to no preparation and lacks almost any clarity in the purpose of their project.

Questioning Your Topic

Why Question?

- Why is it important to come up with a set of questions before you begin your research?
 - Pros and Cons
- On the following slides you will find a jumping off point of the types of questions you could use to guide your research
- There are many different types of questions – some may be very direct and some may not have an easy answer and may require interpretation of the research on your part
- As you will see many of the questions will easily lead you to a whole new set of questions

If you are focused on a person, then... When and where were they born?

- Was there anything significant about the time they were born or where they were born?
- Are they alive? If not, when did they pass? How?
- Where did they grow up?
 - What affect did this have on them?
- What was their childhood like?
- Did they go to school? Where?
- What was their family life like?
- How are they significant to the city of Pittsburg?

What other questions can you think of?

If you are focused on an event, then...

- When did it happen?
 - Was there anything else happening in the state, country, or world, that is connected to this event?
- Who was involved?
 - What role did they all play?
- Why did it happen?
- What were the results of this event?
- What is the historical significance of this event?
- How was this event significant to the history of Pittsburgh?

What other questions can you think of?

If you are focused on a place, then...

- What is the name of this place?
 - Is it named after something?
 - Why was the name chosen?
- What happens or happened at this place?
- Who is attached to this place?
 - Does or did someone of significance own it?
- How is this place used today?
- How does it affect the city of Pittsburg?

What other questions can you think of?

Assignment

- As a group write out ALL your questions.
 - Understand that more questions may come to mind as you begin your research, and this is okay!
- Once you feel your list is as complete as you can do without having done any research, begin to split up your questions in a balanced way
 - Think about breaking it down perhaps by time period
 - For example one person can take your topic's early life (person or place) or the events that led to your specific event
- Each person should then write out their questions on a piece of paper or type them up on a document and turn them in before the end of class