

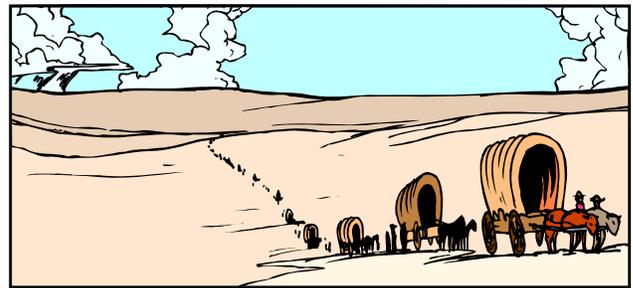


Sandy Garrett, State Superintendent of Public Instruction

Oklahoma State Department of Education

Our Town Virtually: Preserving Local History

AREA OF SERVICE	Education
COMMUNITY NEED	Historical Preservation
TYPE OF SERVICE	Direct
SUBJECT AREA/LEVEL	History/6-12
CONCEPT	Preservation



SERVICE-LEARNING PROJECT SUMMARY

This secondary school project uses student learning from a study of Oklahoma history to solve a community problem or need for historical preservation. Participating students will create a virtual town museum to be distributed to the state historical society, local chamber of commerce, prospective community businesses, and real estate agencies.

LEARNING STANDARDS

Oklahoma Priority Academic Student Skills

Oklahoma History

Standard 6: Student will investigate the geography and economic assets of Oklahoma and trace their effects on the history of statehood.

Standard 7: Student will examine major cultural and ethnic groups represented in Oklahoma.

Standard 8: Student will examine factors that contributed to the political, economic, and social history of Oklahoma during the twentieth century.

Instructional Technology

Standard 3: Student will demonstrate knowledge of technology productivity tools.

Standard 4: Student will demonstrate knowledge of technology communication tools.

Standard 5: Student will demonstrate knowledge of technology research tools.

Our Town Virtually Implementation Outline

1. Under teacher direction, students will visit a local museum.
2. Teacher will guide students to describe one artifact from the museum.
3. Teacher will guide students to examine historical and contemporary methods of preservation.
4. Teacher will present information regarding the significant phases of exploration, cultural, economic, and political development related to Oklahoma statehood.
5. Under teacher direction, students will practice and demonstrate their new learning and understanding of the geometric principles outlined in #4.



6. Students will identify a need in their community and design service project(s) that utilize the knowledge and skills developed in #4 and #5.

7. Students will refine their service project(s), identify any local, state, or national laws, agencies, or policies that relate to the identified community need and their proposed service, and articulate the civic and public meaning of their proposed service.

8. Students will implement their service project and share their accomplishments with the community.

TEACHER'S GUIDE Our Town Virtually

Teacher's Note

Using the concept of “preservation” the teacher will engage students in an active unit of study in “Oklahoma History” to solve a student-identified community problem. Teachers may collaborate with others to broaden student understanding of the concept including literary diaries and biographies, scientific preservation, and artistic preservation.

1. Under teacher direction, students will visit a local museum.

Activity: Students will take a field trip to a local or state historical museum. Students will observe artifacts, meet the staff, and discuss the roles of staff members. If a field trip is not possible, students may take a virtual tour of the Museum of American History at the Smithsonian Institute in Washington, D.C. by logging onto the Internet at <http://historywired.si.edu/index.html>. The teacher may select other virtual museums for students to tour or ask students to identify museums of interest to them and make a virtual tour of those museums via the Internet.

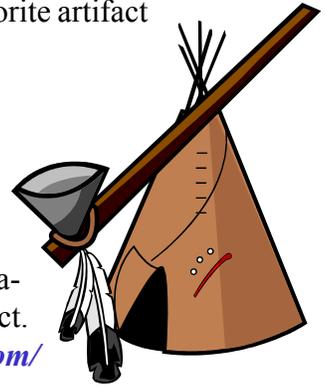
2. Teacher will guide students to describe one artifact from the museum.

Activity 1: In class, ask students to write a journal entry that describes a favorite artifact found in the museum. The journal entry should include the following:

- Why was this artifact preferred?
- How was it displayed?
- From what time period was it?
- The artifact represented what cultures?
- Was the artifact related to state history? How?

Students may use the Artifact Analysis Worksheet developed by the U.S. National Archives and Records Administration to examine their selected artifact.

The worksheet is available at http://www.archives.gov/digital_classroom/lessons/analysis_worksheets/artifact.html.



Activity 2: As a class, discuss the contents of the museum and the benefits of having a museum.

3. Teacher will guide students to examine historical and contemporary methods of preservation.

Activity 1: Before class, obtain copies of old school yearbooks. If possible, the yearbooks should be at least thirty years old so that the students can observe a difference between the current yearbook style and the previous style. Talk to students about the history and purpose of school yearbooks. Talk to students about other means of documenting local history. Divide the class into groups of four or five students. Distribute one yearbook to each group and allow time to look through the older yearbooks.



Activity 2: Distribute copies of a current yearbook style. If possible, distribute yearbooks, which have pictures on compact disk. Ask students to compare and contrast the two examples of historical preservation.

Activity 3: Ask groups to discuss the role that technology has had on historical preservation related to the school yearbook. Allow groups to share their conclusions with the class.

Activity 4: Ask the class to hypothesize the effect that technology has had on the traditional museum regarding historical preservation.

Activity 5: Show the class examples of virtual museums, which can be found on the Internet.

4. Teacher will present information related to the Oklahoma state-mandated *Priority Academic Student Skills* for Oklahoma History.

Activity 1: The teacher will display various artifacts related to Oklahoma history. Students will identify objects and determine their significance related to Oklahoma history (i.e. tribal flag, schooner, map of cattle trails, and picture of Angie Debo).

Activity 2: The teacher will identify significant phases in exploration, cultural, economic, and political development related to Oklahoma.

Activity 3: Students will read texts and take notes on specified topics in Oklahoma history.

5. Under teacher direction, students will practice and demonstrate their new learning and understanding of the concept and topics outlined in #4.

Activity 1: Divide the students into four groups. Each group will be assigned an Oklahoma history topic e.g. exploration, cultures, economics, and politics. Each group will prepare a multimedia presentation regarding the assigned topic. Each presentation will contain the following:

- A. Significant phases within the assigned topic.
 - B. Evaluations of the impact various phases or periods had on Oklahoma history.
 - C. Identification of significant individuals related to assigned topic and description of the contributions made.
 - D. Impact topic had on local town development.
- Each group member will be assigned one of the specified criteria listed above to prepare for the presentation. Groups will make presentations to the class.



Activity 2: Students will be tested on the topics of cultural, economic and political development and exploration related to Oklahoma statehood and/or modern developments.

6. Students will identify a need in their community and design service project(s) that utilize the knowledge and skills developed in #4 and #5.

Activity 1: Students may identify a need in their community related to preservation of local and/or Oklahoma history and develop a service project that utilizes their knowledge and skills of the significant cultural, economic, and political developments related to Oklahoma and Oklahoma towns. For assistance in designing a service or action project refer to the resources listed at the end of this unit.

Activity 2: The teacher will ask a local museum curator to visit the class and discuss how items are chosen for exhibition. The teacher will explain to the students that they will use their knowledge of Oklahoma to create a virtual town museum depicting the past and present history of the town.

Activity 3: Divide the students into groups of four people. Each group will select twenty artifacts, items, or structures related to Oklahoma history and/or local town development to document. Within each group, each member will be assigned a specific topic regarding Oklahoma history (e.g. exploration, cultural, economic, and political development and exploration). Group members will be responsible for locating five artifacts related to their area. Groups will create a multimedia presentation to display artifacts. Students should expect to use a digital or other camera to photograph and prepare annotated slides for use in a multimedia presentation.

Activity 4: Students will build a school archive based on the program design provided by the National Archives at http://www.archives.gov/digital_classroom/building_an_archives/school_archives.html.

7. Students will refine their service project(s), identify any local, state, or national laws, agencies, or policies that relate to the identified community need and their proposed service, and articulate the civic and public meaning of their proposed service.

Activity 1: Students will analyze and refine their project design and develop a rubric for assessing the personal and community impact of their service.

Activity 2: Groups will choose a community audience to view their presentations.

Activity 3: Students will explore the deeper civic and public meanings of their service and synthesize any formal or informal government structures or laws related to the causes or effects of the community need addressed in their project. Students will discuss their understanding of the concept of preservation related to government and personal responsibility.

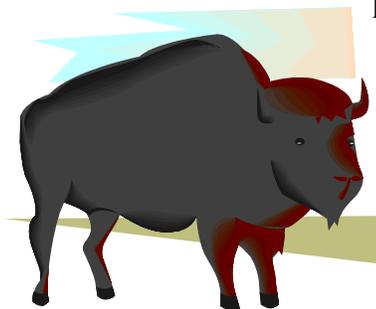
Activity 4: Students will develop a cause and effect chart related to the community need then discuss any questions raised by the chart relative to their own lives and the general welfare of their community.

Activity 5: As a class, discuss who is responsible for the economic, cultural, and political development of their town. Discuss the various roles of these individuals and how a tool such as their multimedia presentations and/or virtual museums will assist in future development.

8. Students will implement their service project and share their accomplishments with the community.

Activity 1: Groups will present their projects.

Activity 2: The class will put the presentations on a CD-ROM or DVD and distribute them to the local chamber of commerce, prospective community businesses, real estate agencies, new residents, the state historical society, and the local museum.



“Any state of the American Union deserves to be known and understood. But Oklahoma is more than just another state. It is a lens in which the long rays of time are focused into the brightest of light. In its magnifying clarity, dim facets of the American character stand more clearly revealed. For in Oklahoma all the experiences that went into the making of the nation have been speeded up. Here all the American traits have been intensified. The one who can interpret Oklahoma can grasp the meaning of America in the modern world.”

-Debo, Angie

Oklahoma: Foot-loose and Fancy-free
Norman: University of Oklahoma Press, 1949, vii]

INTERNET and OTHER RESOURCES

For information about designing a service or action project:

<http://www.crf-usa.org/act/act.html>

<http://www.crf-usa.org/cityyouth/cityyouth.html>

http://www.projectwild.org/materials/taking_action.htm

http://www.civiced.org/project_citizen.php?link=curriculum

<http://www.cns.org>

Virtual Museum experiences

<http://historywired.si.edu/index.html>

Using primary sources to teach history

http://www.archives.gov/digital_classroom/history_in_the_raw.html

Document analysis worksheet

http://www.archives.gov/digital_classroom/lessons/analysis_worksheets/photo.html

Artifact Analysis worksheet

http://www.archives.gov/digital_classroom/lessons/analysis_worksheets/artifact.html

Conducting oral history interviews

<http://www.ok-history.mus.ok.us/edu/guide.htm>

Local history projects or school archive

<http://www.learn.org/projects/localhistory.html>

http://www.archives.gov/digital_classroom/research/conducting_research.html

http://www.archives.gov/digital_classroom/building_an_archives/school_archives.html

<http://www.ok-history.mus.ok.us/shpo/fact4.htm>

<http://www.ok-history.mus.ok.us/shpo/fact6.htm>