



Sandy Garrett, State Superintendent of Public Instruction

Oklahoma State Department of Education

A Place in History: A Study in State History

AREA OF SERVICE	Education and Human Need
COMMUNITY NEED	Historical Preservation
TYPE OF SERVICE	Indirect and Direct
SUBJECT AREA/LEVEL	Social Studies/K-5
CONCEPT	Representation



SERVICE-LEARNING PROJECT SUMMARY

This elementary school project uses student learning from a study of Oklahoma History and art to address a community problem or need for historical preservation. Participating students will create placemats that reflect historical themes and donate them to a community group or provide another service to their community related to historical preservation.

LEARNING STANDARDS

Oklahoma Priority Academic Student Skills

Social Studies

Standard 5: The student will demonstrate an understanding of the unique features which contributed to the settlement of the state of Oklahoma.

- Identify historical individuals, entrepreneurs, and groups, and describe their major contributions.
- Describe major events of Oklahoma's past, such as settlements by Native Americans, cattle drives, land runs, statehood, and the discovery of oil.
- Analyze the use of Oklahoma's natural resources by early settlers.
- Identify state and local governing bodies that make laws and carry out laws with an emphasis on civic participation.
- Develop an understanding of and an appreciation for the cultural diversity of his or her community by examining the historical and contemporary racial, ethnic, and cultural groups of the area.

Visual Art

Standard 1: Language of Visual Art – The student will identify visual art terms.

Standard 2: Visual Art History and Culture- The student will recognize the development of visual art from a historical and cultural perspective.

A Place in History Implementation Outline



1. Under teacher direction, students will draw a picture of a memorable life event.
2. Teacher will guide students to reflect on their drawings.
3. Teacher will guide students to illustrate a visual piece of art with motion.
4. Teacher will present information related to the concept of representation through artwork, lecture, text assignments, films, visuals and guest speakers. Topics will include art terminology, art elements, and cultural and historical perspectives of art.
5. Students will practice using the skills and information from #4 through workbooks, worksheets, and writing exercises, and other assignments.
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 A Place in History

Teacher's Note

Using the concept of “representation” the teacher will engage students in an active unit of study around the social studies topic of “Oklahoma History” and the art topic of “art elements” to solve a student-identified community problem. Teachers may collaborate with others to broaden student understanding of the concept including formal government representation, mathematical representation, scientific representation, and music representation. Teachers should intentionally discuss the idea that words and pictures are representations of events.

1. Under teacher direction, students will draw/color a picture of a memorable life event.

Activity 1: Each student will draw and color a picture of a memorable life event. Students will show their drawings to the class. Teacher will display pictures in classroom.

Activity 2: Each student will use pictures from magazines or other sources to create a collage of

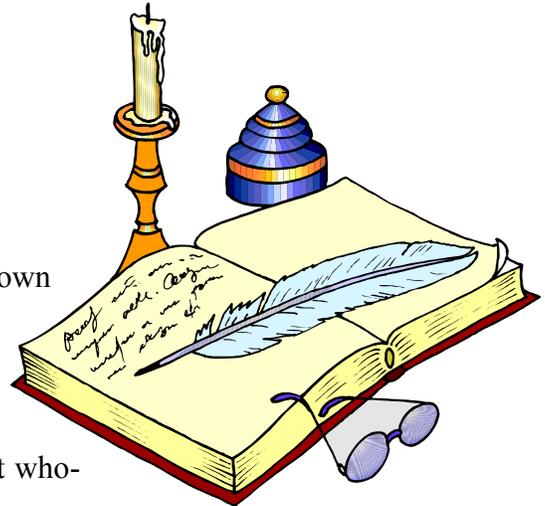
pictures that represents a memorable life event. Students will show their collages to the class. Teacher will display collages in classroom.

Activity 3: Each student will ask a family member or an adult who is close to them, about souvenirs of their life that have been saved as they have grown, for example, a photograph, a letter, a diary, a newspaper clipping, a birth certificate, a report card, or a library or social security card. Student will select one item to share with classmates and the teacher. Students will present the item to the class providing the following information:

- a. What type of document is this?
- b. What is the date of the document?
- c. Who created the document?
- d. How does the document relate to you?

Ask students to consider the following questions for their own document and the documents of other classmates:

- a. What does the existence of this document say about whoever created it?
- b. What does the existence of this document say about whoever saved it?
- c. What does the existence of this document say about American life in this era?



2. Teacher will guide students to reflect on their art work and/or documents.

Activity 1: Ask students to walk around the room and look at all of the pictures/collages. Guide students to reflect on their work from #1 and write a journal entry describing the memorable event drawn in Step 1.

Activity 2: Discuss with students how their art represents memorable events. Talk to students about how people celebrate memorable events like birthdays, Fourth of July, Thanksgiving, and Veteran's Day. Ask them to identify symbols of those special events.

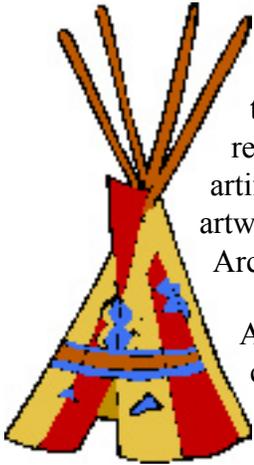
3. Teacher will guide students to illustrate a visual piece of art with motion.

Activity 1: Divide the students into groups of four or five members. Each group will be given a visual piece of artwork that depicts American history, for example: sculpture of Iwo Jima, Trail of Tears, Kitty Hawk, Oklahoma Land Run, Cattle Drive. Each group will study the picture then use movements to describe the artwork to the class. The presentations should be nonverbal and may incorporate music. Each group will perform their piece and the class will try to interpret what the visual piece represented. The class will discuss the various visual images.

Activity 2: View or listen to segments of the Oklahoma Educational Television Authority's original docudrama "Oklahoma Passages" or the Rodgers and Hammerstein musical "Oklahoma" or the Oklahoma Heritage Association's feature video "Oklahoma" and ask students to discuss images from the movie. Ask students to locate and discuss similar images in their history textbooks.

Activity 3: Provide students with a copy of The Original Design of the Great Seal of the United States or the State Seal of Oklahoma and instruct them to research the symbolism contained in the designs. Next, ask them to design a seal of their own, integrating modern-day symbols to represent the characteristics that they value for their country or state.

4. Teacher will present information related to the unique features that contributed to the settlement of the state of Oklahoma including major historical individuals, groups, events, resources, governing bodies, and cultures. Teacher will further develop the concept of visual representation through lecture, text assignments, films, visuals and guest speakers.



Activity 1: The teacher will display various artifacts and pieces of artwork related to Oklahoma History. Students will identify objects and determine their significance related to Oklahoma History. The teacher will explain basic terminology related to the artifacts/artwork. The class will discuss the cultural and historical perspectives of the artwork. Students will use the artifact or photo analysis worksheets from the National Archives to study the individual items.

Activity 2: Students will take notes on teacher mini-lecture on unique features which contributed to the settlement of the state of Oklahoma.

Activity 3: Invite local artist-in-residence to visit the class and discuss basic elements of design and artwork. Show students selected pictures of the murals, paintings, and sculpture, from the Oklahoma State Capitol. Ask them to identify the basic elements of design in each of the pieces.

Activity 4: Arrange a field trip to the Oklahoma State Capitol, the National Museum of Western Heritage, or a local museum to view the art and artifacts on display related to the settlement of Oklahoma. Arrange for the museum director and/or curator to visit with the students about the work they do in the museum.

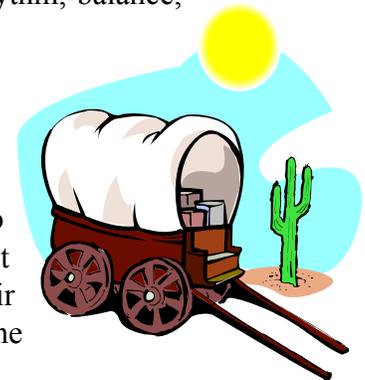
5. Under teacher direction, students will practice and demonstrate their new learning and understanding of the concept and topics outlined in #4.

Activity 1: Students will be tested over the major events, individuals, cultures, and resources, which contributed to the settlement of the state of Oklahoma.

Activity 2: Students will select a major event, individual, culture, or resource that is related to the settlement and statehood of Oklahoma and draw a picture using the elements of art (e.g. line, color, form, shape, texture, value, and space) and the principles of design (rhythm, balance, contrast, movement, variety).

6. Students will identify a need in their community and design a 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 the preservation of local history and visual art to design a service project that utilizes their knowledge and skills of Oklahoma settlement in their region. For assistance in designing a service or action project refer to the resources listed at the end of this unit.



Activity 2: Explain to the students that they will use their knowledge of Oklahoma History and visual art to create a set of historical placemats for a senior citizens center or veterans' center. Students will be divided into groups of four or five members. Each group will be assigned a topic related to Oklahoma's history (e.g. major events, individuals, cultures, and resources). Within each group, each student will design one placemat illustrating the assigned topic using the basic art elements and principles of design and their knowledge of Oklahoma history. Students may conduct Internet research regarding the assigned area to locate representative pictures to use as a basis for their original art work.



Activity 3: Students will contact the state or a local historical society to assist in a local historical preservation project.

Activity 4: Students will research the history of their own town or area and post their findings in an iEARN on-line forum (newsgroup). Students will practice research skills (interviews, letters, diaries and books) to gain an understanding of the significance of local history to their present lives. Cross-cultural comparisons will be made from the international postings. A publication and web pages may be produced.

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.

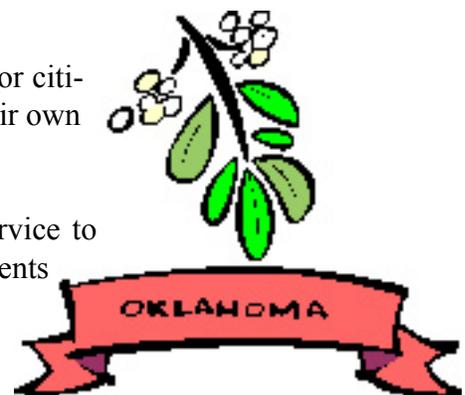
Activity 2: Students will explore the deeper civic and public meanings of their service and synthesize any formal or informal government structures or laws related to the causes or effects of the community need addressed in their project. Students will write a paragraph, essay, or journal entry that reflects their understanding of the concept of representation related to government and personal responsibility.

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

Activity 1: Students will implement their project(s).

Activity 2: At a community center, students will interview senior citizens and document memorable events from the seniors' lives, their own lives, and the state of Oklahoma.

Activity 3: Students will celebrate their learning and their service to the community in a public demonstration of their accomplishments through the local newspaper, a local Web site, or other local venue.



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>

State Historic Preservation Office

Oklahoma Historical Society

2704 Villa Prom, Oklahoma City, OK 73107

Phone 405/521-6249 FAX 405/947-2918

http://www.preservationdirectory.com/preservationorganizations_ok.html

<http://www.preservationoklahoma.org/>

<http://www.archives.gov/>

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

State Seal of Oklahoma

<http://www.state.ok.us/osfdocs/stinfo.html>

Great Seal of the United States

<http://www.ourdocuments.gov/doc.php?doc=5>

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

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