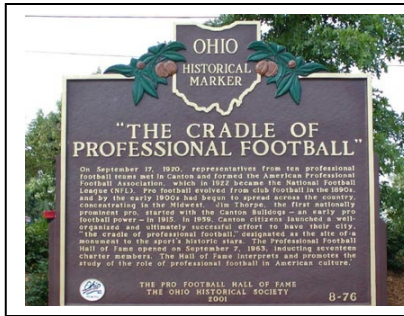


Historical Markers: we have the place—now what happened here?



The historical marker placed by the Ohio Historical Society to record the opening of the Football Hall of fame.

Grades

4-12 (adaptations suggested that can address Social Studies standards for all Ohio grade levels)

Time Allotment

3 hours (can be spread across days)

Overview

Historical markers dot the landscape of our nation. The markers commemorate events or persons associated with place. Each marker is designed to inform the general public, and the markers are often placed by state historical societies. (Ohio is no exception.) This lesson provides a vehicle to explore student understanding of the static nature of “place” as it affects and is affected by the vibrant and changeable nature of “history.” Students will create their own historical monuments to follow marker content specifications. The focus can be on any historical era and can be used to include a student’s own community or a place already significant for a specified reason. This variety of usage allows a teacher to target a specified place and era when needed. Google Earth attributes are used to assist students in gathering the required longitude and latitude.

Subject Matter

Social Studies/American History and Geography, using modern technology

Learning Objectives

Students will be able to:

- Explore a designated place as it relates to significant events.
- Create a visible/accessible product that shows their learning.
- Introduce emerging technology to inform geographic and historical knowledge.

Standards

Ohio Department of Education Academics Content Standards

K-12 Social Studies

History

4-12

Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

Geography

4-12

Students use knowledge of geographic locations, patterns and processes to show the interrelationship between the physical environment and human activity, and to explain the interactions that occur in an increasingly interdependent world.

Social Studies Skills and Methods

4-12

Students collect, organize, evaluate and synthesize information from multiple sources to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real-world settings.

Materials

Per Class:

- PPT (Historical Markers Introductory.ppt)

Per student:

- Activity Sheet #1 (page 6 of this lesson)
- Large sheet of paper

Media Components:

PowerPoint Presentation (Historical Markers Introductory Lesson.ppt)

Websites

Google Earth provides longitude and latitude for specified locations, and can be an interactive element for student supplied photos.

<http://download.earth.googlepages.com/>

Source for Ohio Society Historical markers Exploration

<http://www.ohiohistory.org/resource/oahsm/markers.html>

Prep for Teachers

1. Arrange with your tech coordinator to download Google Earth
<http://download.earth.googlepages.com/>
The free download is fine for student use for this lesson. It would be helpful to have it available on a whole set of machines but one machine that is available to your whole class can work. Explore it! You simply point and click to bring even far away places close-up for view. Some places—very often historical places—have a photograph. (There is a feature to upload your own photo of a place that you may want to use for this lesson.) At the bottom left you will see the exact longitude and latitude for that location. This feature is a must for this lesson.
2. Load PPT (Historical Markers Introductory Lesson.ppt)
3. Duplicate Activity #1 Sheet for Students (page #6 of this lesson)
4. Have ready paper, and markers or crayons for class use.
5. Duplicate page #7 (grading rubric) for grading assignment

Introductory Activity

Run the PPT (Historical Markers Introductory Lesson.ppt). It begins by prompting students to tap into prior student knowledge/experience of historical markers, asking them to share those they have seen. It then explores the purpose, content, and local history of these markers.

Learning Activity

- Step 1- Ask students to consider the specific era they are studying and name a particular place associated with that event.
- Step 2- Using that event, ask them to help you construct (on the board or overhead) an historical marker for that place. Ask them to provide the text and look of the marker.
- Step 3- Introduce students to Google Earth on computers that already have it installed. (See teacher prep.)
- Step 4- Direct them to find the locale; demonstrate features that have them zoom and maneuver until they reach the exact location.
- Step 5- Have them note the longitude and latitude (found on the screen on the lower left corner). Review what that means and remind them that the longitude and latitude should appear on historical markers.
- Step 6- Pass out the activity sheet #1(page 6) and review the assignment and rubric (page 7 –grading rubric) with them. Set due date and time.
- Step 7- Make supplies available.

Culminating Activity

Have students share their historical markers with the class.

Cross-Curricular Extensions

Potential cross-curricular opportunities can be found in Visual Arts as well as between Social Studies Foci.

Community Connections

Take a field trip to an historical marker close to you.

Invite a person from the area that has explored historical markers from the area. Your local Historical Society will probably be able to identify such a person.

Student Materials

Learning Activity Sheet #1 (page 6)

Special Adaptations

- Provide students with a printed copy of the power point information for review with support for visually audiologically impaired students. If there is a reading level difficulty you might want to check for understanding of the activity sheet.
- Have gifted students do internet research on various other historical sites, or create a historical marker that describes what is happening at a local site when a major historical event is happening elsewhere. (Ex. “On this location on July 4,1776, Native Americans of the Great Miami gathered crops and completed everyday tasks without knowledge that they nation that would usurp them was declared independent of foreign rule.”) Google Earth provides a feature where you can upload photographs that you have taken of a location. If you have students that have access to private photos of a location (those found on the web may be copyrighted and can not be used), have them do so.

Activity Sheet #1

Making your own historical marker

With the guidelines stated below, create a historical marker using the supplies given. You will be graded on the rubric below.

Your historical marker should:

1. Be associated with a significant contribution to broad patterns or event of history.
2. Be associated with persons who made significant contributions to patterns of history and culture.
3. Include the longitude and latitude of the site.
4. Be attractive enough to passers-by to attract their attention.
5. Be grammatically correct.

Category	4	3	2	1
Historical guidelines	The Historical Marker includes all required elements, and demonstrates independent choice.	All required elements are included on the Historical Marker.	All but 1 of the required elements are included on the Historical Marker.	Several required elements were missing.
Attractiveness	The Historical Marker is exceptionally attractive in terms of design, layout, and neatness.	The Historical Marker is attractive in terms of design, layout and neatness.	The Historical Marker is acceptably attractive, though it may be a bit messy.	The Historical Marker is distractingly messy or very poorly designed. It is not attractive.
Grammar	There are no grammatical mistakes on the Historical Marker.	There is 1 grammatical mistake on the Historical Marker.	There are 2 grammatical mistakes on the Historical Marker.	There are more than 2 grammatical mistakes on the Historical Marker
Knowledge Gained	Student can accurately answer all questions related to facts in the Historical Marker and processes used to create the Historical Marker.	Student can accurately answer most questions related to facts in the Historical Marker and processes used to create the Historical Marker.	Student can accurately answer about 75% of questions related to facts in the Historical Marker and processes used to create the Historical Marker.	Student appears to have insufficient knowledge about the facts or processes used in the Historical Marker.
Use of Class Time	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project or often distracted others.

Name: _____

Class period: _____

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Total Score

Comments