

Lesson Plan

Topic and Goal: Researching History of Pattenville Former Residents To Provide Oral History Compilations. This model will be able to be used in Lancaster to research Lancaster local history using oral histories of the older residents of the town.

NH Social Studies Standards as applicable:

SS: WH: 4:3.1

Describe ways that societies around the world express themselves artistically through forms, e.g., architecture or folk tales. (Themes: J: Human Expression and Communication) World History (WH:4) The study of World History and Contemporary Issues is important in helping citizens understand and appreciate the contemporary challenges they will face as individuals in an interdependent, increasingly connected world. Knowledge of past achievements and failures of different peoples and nations provides citizens of the 21st century with a broader context within which to address the many issues facing our nation and the world. World History fosters an appreciation of the roots of our nation's values and the values and perspectives of other peoples. It illustrates how humans have expressed themselves in different surroundings and at different times, revealing the many commonalties and differences shared by the world's peoples past and present.

SS: EC: 8:1.1

Identify how events in the business cycle impact individuals' lives, e.g., recession or depression. (Themes: D: Material Wants and Needs, H: Individualism, Equality and Authority) Economics (EC:2) Economics is the study of the allocation and utilization of limited resources to meet society's unlimited needs and wants, including how goods and services are produced and distributed. Through economics, students examine the relationship between costs and benefits. They develop an understanding of basic economic concepts; economics in history; how economics affects and is affected by the individual; cycles in the economy; financial institutions and government; and international economics and trade. The goal of economic education is to prepare students to make effective decisions as consumers, producers, savers, investors, and as citizens.

SS: GE: 8:1.1

Compare relative advantages and disadvantages of using maps, globes, aerial and other photographs, satellite-produced images, and models to solve geographic problems, e.g., the Mercator projections versus Robinson projections. (Themes: C: People, Places and Environment) Geography (GE:2) The real crux of geography is understanding our physical Earth and human-environment interaction: knowing why people settle in an area, how they make their living and the resources they use, why they dress or speak the way they do, and what they do for entertainment.

SS: GE: 8: 4.2

Explain how cooperation and conflict among people contribute to political divisions of Earth's surface, e.g., trade agreements, military pacts, or boundary disputes. (Themes: A: Conflict and Cooperation, H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction) Geography (GE:5) The real crux of geography is understanding our physical Earth and human-environment interaction: knowing why people settle in an area, how they make their living and the resources they use, why they dress or speak the way they do, and what they do for entertainment.

Central Question and Guiding Questions (Essential Question):

Why is the history of the Moore Dam / Reservoir and the submerged village of Pattenville important to the history of the North Country?

Guiding Questions:

1. What is the ancestry of each student in eighth grade?
2. How does student ancestry compare to that of Pattenville, near Littleton?
3. How can technology be used to document and describe the history of Lancaster by tying in the history of another place (i.e. Pattenville)?

Objectives / Outcomes:

1. Students will be able to identify and explain their ancestry and another family's history by making comparisons between each.
2. Students will be able to compare the history and culture of other people who lived in the North Country by evaluating their own history.
3. Students will be able to explain why people move to an area, establish roots, and sometimes eventually leave.
4. Students will use technology for capturing oral histories and for presenting these histories.

Three Activities to achieve the goal:

- (1) In class, a controlled student led discussion is initiated regarding the need or relative interest in oral histories. Depending on the class make up, a facilitator (teacher) example is given to lend relevance. Questioning of each student and their ancestors is initiated. A list on butcher paper in columns is written showing:
 - a. Name of the student
 - b. Ancestral name
 - c. Ancestry (this is more to hook student interest than anything else)
 - d. When they came to Lancaster
 - e. What they did for work
 - f. How many children
 - g. Other interesting or unique information

Comparisons are drawn between student family histories. Then the teacher presents a prepared Power Point of Pattenville to show the geography, history, house sites, Moore Dam project etc.

- (2) Each student is assigned a family who had lived in Pattenville. Each student researches the family and where it went after being removed from the town. The same criteria is used for the family being researched as above. Pictures / other visuals may be used.
- (3) Each student produces a Power Point presentation of their family ancestry and a separate presenta-

tion of their researched Pattenville family to present to the class. The student will then draw comparisons where possible to their own life, using at least three comparisons.

- (4) Each student will write their findings in a one to two page essay in order to present what information they could find. Students will be provided with a sample essay to help guide the writing process.

Description of student demonstration of learning: Student documentation of research methods. Each student describes his / her findings in essay format accompanied by a Power Point presentation.

Method of assessment of student learning: Essay reviewed by ELA teacher as well as social studies teacher. Common assessment techniques are employed using an appropriate project essay grading rubric.

Resources:

New Hampshire Educators Online (www.nheon.org/frameworks)

Willey, Wilbur W. West of Littleton. Littleton, New Hampshire: Wildwood West Publishing, 1992.

8th Grade Social Studies

Name _____

Mr. Munroe

Oral Histories Project: Essay Rubric

Date _____ Class 1 2 3 4

With the research information you have gathered, please write a one to two page essay which demonstrates your knowledge of the family you have researched. Please structure your essay in the usual format with the opening introductory paragraph, then at least one paragraph for the body, and a concluding paragraph. You may draw correlations between that family and your own if you think it will help illustrate your work better. Please self-assess according to the rubric listed below.

You Me

____/____ The essay is between one and two pages typed, 12" font, 1 inch margins, 3 paragraphs, double spaced. (20 points possible)

____/____ The essay describes the history of the family in Pattenville you were assigned; why they came there, what they did for work, where they went. Information presented is accurate. (20 points possible).

____/____ The essay is free of spelling errors and contains no fragmented or run-on sentences. (20 points possible)

____/____ The essay contains information that is interesting, unusual, and not just "the facts". Critical thinking is demonstrated and logical conclusions are exhibited. (20 points possible).

____/____ The essay displays a clear focus and direction in composition. Clear and causal correlations are presented, displaying a clear progression of thought. (20 points possible).

____/____ Total Score.

____/____ Extra Credit: The essay demonstrates a clear connection between your family and theirs in more than just a surface manner. Such a connection needs to exhibit creativity and thought-provoking material in some way. (10 points possible).