

**Pattenville Unit: How do you honor history?**  
**Ron Pelchat, Groveton High School**

## **Lesson Plan**

Subject Area: History

Grade Level: 3rd-12th grades

Essential Questions: How do you honor an historic place or event?

Does Pattenville history deserve commemoration/preserving?

### **Guiding Questions:**

1. What agency(ies) are responsible for awarding historical markers?
2. What are ways you can fund a project to honor history?
3. What are the ancestral and local feelings about honoring the specific local historic places or events?

### **Objectives:**

1. Students will be able to write a full-block, formal style letter with 100% accuracy regarding style, language mechanics, spelling, and writing for audience.
2. Students will use stories found in Littleton history to learn about Pattenville, why it was displaced and the feelings of the time toward this displacement.
3. Students will attempt to discover living relatives and record their recollections and feelings about the Pattenville displacement to discern the appropriateness of honoring Pattenville as an historic event.
4. Students will weigh the pros and cons of honoring Pattenville, as well as, historic places and events in general to make a decision regarding the appropriateness of honoring Pattenville specifically.
5. Students will write letter(s) to appropriate agencies, governments and organizations to discover how to request permission for this project, to gain available funding options and to gain insight into which avenues would be appropriate to pursue.
6. Each student will write a properly formed essay, with three supporting reasons for supporting or rejecting the commemoration of Pattenville as historically worthy.

### **Materials:**

Pattenville powerpoint, texts including: *West of Littleton*, *Littleton History updated*, primary source documents, oral histories, and appropriate technology.

### **Student Actions:**

1. Students will read about the general history of the settlement of the area and the specific history of Pattenville.
2. Students will visit the area of Moore Dam and the Dodge boat landing.
3. Students will research by various technologies the information required in the objectives listed above.
4. Students will produce the assigned letter with appropriate details.

5. Students will determine the degree to which Pattenville should be honored.
6. Students will send their letters if group(s) agree to do so.
7. Students will gather data and report findings to the class.
8. The class will determine whether to proceed further with this project and make formal application for historic commemoration.
9. Students will write their opinion essay.
10. Students will set a time frame for completion of commemoration.

### **General Implementation Plan:**

1. Introduce the history of Pattenville through readings, the powerpoint and general discussion.
2. Model properly written full-block formal style.
3. Divide class into smaller groups to concentrate on one aspect of this research.
4. Allow time for investigation, phone calls, internet and written inquiry.
5. Collect data, react to findings and essential questions
6. Students will write essay regarding their personal support or non-support of commemorating Pattenville.
7. Establish timeline to complete the commemoration (optional if decided to honor)
8. Complete the commemoration

### **Evaluation:**

1. Properly styled letter with 100% language mechanics, spelling and grammar (30%)
  - a. Properly styled form as exhibited and passed out in class; all or nothing so get it right! (40pts.)\_\_\_\_\_
  - b. Must include the following information as specified (20pts. each paragraph)\_\_\_\_\_
 

First paragraph- introduce self, school, why you are writing and request help

Second paragraph- specifically what help you need and include any specific questions

Third paragraph- thank the person or agency to which you wrote, include a phone number and time by which you need a reply.
  - c. Minus 1 pt. for each language, spelling or grammatical mistake up to 20pts.

2. Properly formed essay with 100% language mechanics, spelling and grammar supporting or refuting the commemoration of Pattenville. (30%)
  - a. Opinion is clearly evident through written expression (20pts.)\_\_\_\_\_
  - b. 3 examples with clarifying details, include one example in each of the three middle paragraphs (30pts.)\_\_\_\_\_
  - c. Properly formed introductory paragraph- starting with some general information, then your three supporting examples and finally your thesis statement as your last sentence in the first paragraph. (20pts.)
  - d. Final concluding paragraph, restating your thesis and then summarizing the main support for your thesis choice. (20pts.)
  - e. Include proof that you used the power outline format model to organize your thoughts before writing the essay. (10pts.)
  - f. Minus 1 pt. for every spelling, grammar or language mistake up to 20pts.
  
3. Group responsibilities (30%)
  - a. Choose one letter or combine letters into one and send it to appropriate agency.
  - b. Report in groups the findings regarding the answers to your inquiries as they come in
  - c. Follow up call to see if letter was received and/or to inquire by phone instead of sending letter. (Student group must still submit one letter or combination to be sent) (extra 10%)

Students will receive a quiz score for each individual part of this challenge and one project score for the overall unit by averaging personal scores to get an overall average.