Experience OREGON

Grades 1–2 Unit

Post-Visit Lesson Three

This curriculum may be successfully used with or without a museum visit.
Developed by Sarah Anderson and David Martinez in consultation with OHS staff and advisory board.
# Post-Visit Lesson Three

## Overview: Creating School Community Oral History Book
Students create pages for a School Community Oral History Book and compile the book.

## Essential Question(s)
- How can we use interview notes to write complete sentences?
- How can we use writing to teach others about our community?

## Delivery Time
Three 20- to 30-minute sessions

## Materials Needed
- Graphic organizers for writing book sentences (optional)
- Book Page Template copies for each pair of students
- Editing Checklist
- First Page Insert

## Step by Step Instructions

### Step One: Debrief the Interviews
Gather students together to debrief once they have all completed interviews. Possible debrief questions could include:
- Who had a good experience with their interview that they would like to share?
- Who had a problem during their interview?
- What was one thing that you did well during the interview?
- What is one thing your partner did well?
- Is there anything you would have done differently?
- What is one thing you learned about the person you interviewed that you didn’t know before?

### Step Two: Model How to Write Sentences Based on the Interviews
- What is a complete sentence? Why is one word not a complete sentence?
- Give sentence starters as a model on chart paper. Possibilities include:
  - _________’s role in our school community is _________.
  - He/She/They helps the school community by _________.
Step by Step Instructions (continued)

- The thing that _________ likes best about our school is _________.
  - Give graphic organizers for writing book sentences to students who need it.

### Step Three: Draft Sentences about the Community Member

Have students reassemble in their interview pairs. Make sure all student pairs have their Community Member Interview Form and, if desired, a copy of the graphic organizer for writing book sentences. Students work together by talking about sentences and taking turns writing.

### Step Four: Revise Sentences

Once students finish writing a draft of their sentences, they use the Editing Checklist to edit their work before having an adult check their work.

### Step Five: Create Final Pages for Guidebook

Students create final drafts in their best handwriting or hand-in for teachers to type. If adding a drawing, students collaborate on planning and adding details.

### Step Six: Compile Book

Compile all the final drafts together. Include the First Page Insert at the beginning. Consider what the cover will be. Should it be created by a student artist? Should it be a group photo of the class? Should it be a photo of the school in the present year? Students can participate in making this decision.

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<thead>
<tr>
<th>Assessments</th>
<th>Observe how students are working together in pairs and how they are sharing tasks.</th>
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</table>
| Teacher Notes| - You could have students create a plan at the beginning to decide who will be the writer and who will be the illustrator.  
  - Consider how you will share the book. Will it be on display in the school office? Will you make copies for other classrooms? Will you have an event for student to present their work to family members and members of the school community? |
<table>
<thead>
<tr>
<th>Support for All Students</th>
<th>Student dictates sentence to an adult.</th>
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<tbody>
<tr>
<td>Extensions</td>
<td>Your guidebook can also include:</td>
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<td>› A map that indicates where to find each person in the school or neighborhood</td>
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<td>› A drawing of a tool that each person uses to do their job</td>
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<td>› A “historian page” that includes a map that shows where the Oregon Historical Society is, tools needed for an oral historian, and an historical photo of Oregon Historical Society</td>
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<td>Other possible additions:</td>
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<td>› Historical photos of your school or neighborhood, along with a simple timeline</td>
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<td>For teachers and students who want to do more around school community:</td>
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<td>› What is something we could add to our school to make it better? (students brainstorm, present ideas, and vote on one)</td>
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<td>› Write or present to the principal</td>
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<td>Collect oral histories about what people think was the most important event in the school or community’s history.</td>
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<td>Additional Educator Resources</td>
<td>N/A</td>
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<td>Oregon Social Sciences Standards</td>
<td>The listed standards are pertinent to the entire unit. Please use your discretion for discerning applicability for each individual lesson.</td>
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<td>› 1.2 Apply civic virtues (such as equality, freedom, liberty, respect for individual rights, equity, justice, and deliberation) when participating in school settings (such as the classroom, cafeteria, playground, assemblies, and independent work).</td>
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<td>› 1.6 Describe ways people celebrate their diverse cultural heritages in the community.</td>
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<td>› 1.7 Locate and identify important places in the community (school, library, fire department, cultural places).</td>
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<td>› 1.13 Understand, affirm, respect, and celebrate the diversity of individuals, families, and school communities.</td>
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<td>› 1.14 Make connections between the student’s family and other families, the student’s school and other schools.</td>
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Oregon Social Sciences Standards (continued)

› 1.17 Explain the use of different kinds of historical sources to study the past.
› 1.22 Determine if a source is primary or secondary and distinguish whether it is mostly fact or opinion.
› 2.6 Analyze the different ways students can have an effect on their local community.
› 2.13 Identify cultural characteristics of the community. (Geography)
› 2.16 Identify a variety of diverse individuals, groups, and circumstances that had an impact on the local community including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent; individuals from all religious backgrounds; and individuals from traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender). (History)
› 2.18 Differentiate between events that happened in the recent and distant past.
› 2.19 Develop and analyze a timeline of events in the history of the local community
› 2.24 Compare and contrast past and present situations, people, and events in neighborhoods and communities.