

LOCAL HISTORICAL MARKERS (Uintah and Duchesne Counties)

Lesson Plan Overview

Summary:

In this lesson students will visit local historic landmarks, take photographs, and journal their experiences. Students will use the Internet and other resources to locate selected historic sites, plan their field trip tour, and visit the sites as a whole group. In addition, students will work with a partner to create a map of the sites visited and a timeline of events.

- Collection of Local Historical Markers: <http://www.uintahbasintah.org/hmarker1.htm>
- Local Historical Markers Closed to your School: <http://www.uintahbasintah.org/hmarkerschools.htm>
- Ten Question to Ask at a Historic Site by Prof. James Loewen: <http://www.uintahbasintah.org/historicalmarkersquestions.htm>
- UB-TAH Collection of Pictures of "Then and Now" with Information about Local History: <http://www.uintahbasintah.org/utahthenow.htm>
- Utah History and American Indian Timeline: <http://www.uintahbasintah.org/utahhistorytimeline.htm>

Time Needed:

Two-Three 45 minute sessions and one daylong field trip

Unit/Lesson Objectives:

Students will have direct experience using primary sources to learn the history of the Uintah and Duchesne Counties by locating and visiting historical markers in the area. Students will have the opportunity of post information about the markers at the Uintah Basin Teaching American History (UB-TAH) website. Students create a one-page information sheet about a selected historical marker in the Uintah and Duchesne Counties that they visited, illustrated with a photo of the historic site. Students will create a map showing the locations of the sites they visit and create a timeline of relevant dates.

Grade Level:

4th - 5th - 7th - 8th - 11th - 12th

In lower grade levels, please, accommodate this lesson to your students needs.

Skills (Expectations):

- **History:** Apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods
- **History:** Identify the contributions of significant individuals.
- **History:** Explain the roles played by significant individuals.
- **History:** Identify individuals, events, and issues during the developing of Utah History
- **Geography:** Create thematic maps, graphs, charts, models, and databases representing various aspects of Utah History during the 18th, 19th and 20th centuries
- **Geography:** Locate places and regions of importance in Utah during the 18th 19th and 20th centuries
- **Social Studies:** Differentiate between, locate, and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about Utah History
- **Social Studies:** Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions

- **Social Studies:** Transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate

Technology Applications:

Communication

Information Acquisition

Information Acquisition

Solving Problems

In order to connect the history of our community to the rest of Utah and the world, we needed to answer some questions.

Are there any other historic sites in our community?

Where would we find out?

How does our local history fit into the history of Utah?

Where would we find more information about our local history?

How could we make the information available to more people?

Location & Access:

The students will go to the Computer lab to access Internet and word processing resources. The students will use the UB-TAH website to locate the historic landmarks they want to visit. They can gain considerable experience in using our Collection of Historical Markers available at <http://www.uintahbasintah.org/hmarker1.htm>

Use of Information:

The students will directly experience historic locations by taking field trips to selected sites in the Uintah and Duchesne Counties available by school closeness at: <http://www.uintahbasintah.org/hmarkerschools.htm>.

Digital photographs of the historic landmarks will be taken. The picture in order to post in our UB-TAH website, must have your students. We suggest all your students surrounding the historical marker.

Students will be asked to journal the experience of their visit the historic landmarks they visit, directly onto a Microsoft Word or other word document. To create the document they can search for information at the Uintah County Library that complement the information posted on each marker in our UB-TAH website and cite their sources.

The teacher must obtain written permission from the parents to participate in the Local Historical Markers Fieldtrip. The teacher will be responsible on providing the digital pictures and the students' journal entries for uploading these materials in our UB-TAH website. In addition, each student will be awarded a certificate of completion by the teacher and UB-TAH when the class has completed the project. (UB-TAH will provide the certificate)

Synthesis:

Each student will use their worksheet and notes to create a one-page information sheet about the history of their selected landmark. They will include a picture of the landmark on the page and will cite their research sources on the page. This information will be posted in the UB-TAH website.

Evaluation:

- The journal entries will be evaluated for accuracy and depth of information.
- The portfolio created will be evaluated for accuracy and depth of information.

Websites:

Uintah Basin teaching American History (UB-TAH)

<http://www.uintahbasintah.org>

UB-TAH Collection of Local Historical Markers

<http://www.uintahbasintah.org/hmarker1.htm>

UB-TAH Collection of Pictures of "Then and Now" with Information about Local History

<http://www.uintahbasintah.org/utahthenow.htm>

UB-TAH Collection of Historical Markers by School closeness

<http://www.uintahbasintah.org/hmarkerschools.htm>

UB-TAH Utah and American Indian Dual Timeline

<http://www.uintahbasintah.org/utahhistorytimeline.htm>

Maps

<http://maps.google.com/>

<http://teraserver-usa.com>

<http://maps.live.com/>

Technology:

Digital Camera, Computer, Printer, Internet, Projector

Software (Suggestion):

Web Browser, Word Processor, Multimedia, Other: MapMaker's Toolkit, TimeLiner

Additional Materials Needed:

School bus access if needed for field trip

Supporting Materials:

Map rubric

Timeline rubric

Pieslice

Marker worksheet

Supporting Documents:

Map rubric (30.21 KB)

Timeline rubric (31.23 KB)

Pieslicem (25.60 KB)

Marker worksheet (30.72 KB)

Educational Material / Non Commercial