

What Is An Individual's History?

These lessons plans were written by Desiree Genthner under the supervision of Kimberly R. Sebold, Ph.D.

Objective: Teaching layered history from the ground up. The goal of this lesson will be for students to correlate their lives and the history of their family with larger historical events.

Vocabulary (5 Minutes):

- **Timeline** - A representation or exhibit of key events within a particular historical period, (**in this case the individual**), often consisting of illustrative visual material accompanied by written commentary, arranged chronologically.

ME State Common Core Standards (Grades 6, 7, 8):

Topic: Reading (SS/History)

Integration of Knowledge and Ideas: 7. Integrate visual information (e.g., in charts, graphs, photographs, videos or maps) with other information in print and digital texts.

Topic: Writing (SS/History)

Research to Build and Present Knowledge: 7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Activity One (15 minutes):

Supplies Needed: Long piece of bulletin or butcher paper, marker

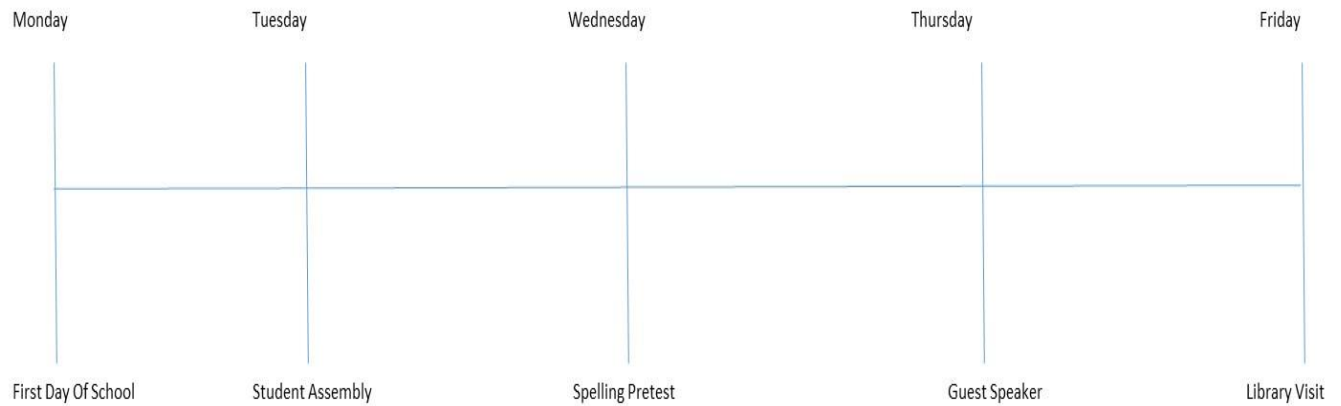
- Classroom Timeline:

This exercise is meant to demonstrate the concept of a timeline to students by taking the classroom and using it as an example to help students define memorable events.

- Instructions:

On the long piece of paper, draw a horizontal line with the marker in the middle across the whole strip of paper from end to end (as shown in figure 1.1). Draw vertical lines through the horizontal line to represent the day of the week and work with students to determine events that took place during the previous week. Once students understand the concept of a timeline format, move on to activity two.

Figure 1.1 Classroom Timeline



Activity Two (20 minutes):

Supplies Needed: Long piece of bulletin or butcher paper, marker

- **My Personal Timeline:**

Now that students have the concept of a timeline format, help them to get started on their personal timeline.

- **Instructions:** Students will use a long piece of bulletin or butcher paper and construct a timeline similar to the one utilized in activity one. Have students use a marker to create a horizontal line. You can use the following suggestions as a guideline for how to start timeline events (see Figure 1.2):

- What year were you born?
- What is the first thing you remember?
- When was your first day of school?
- When did you learn how to swim?
- When did you lose your first tooth?
- When did you take a special trip?
- What was the first book you ever read?

Figure 1.2 – Personal Timeline

2000	2001	2002	2003	2003
The year I was born	My first birthday	Family vacation	My first memory was...	My little sister was born.

Explain to students that they will have two to three days to work on their personal timeline. Tell them to ask their parents and other family members for help with remembering times in their lives; (they may need to add more paper to the timeline as family members assist with events). Once completed, make sure each student's name is on their timeline and display, and encourage them to share their events with their peers.

Lesson Two

What Is Family History?

Objective: Students now have an understanding of Individual History and have the first step of layered history completed. Now, link a student's Individual History to their Family History. Students will gain a new perspective and use their Family History to make the past more relevant.

ME State Common Core Standards (Grades 6, 7, 8):

Topic: Writing (SS/History)

Production and Distribution of Writing: 4. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

Topic: Writing (SS/History)

Text Types and Purposes: 2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes: A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

Activity One (15 minutes):

Supplies Needed: Long piece of bulletin or butcher paper (more if necessary), marker

- Family History Timeline:

This activity is a perfect weekend assignment, yet timeframe can vary. Students will create a Family History timeline, which will later be used as a point of reference for the local/town, state, national and world events of layered history. (See Figure 2.1).

- Instructions:

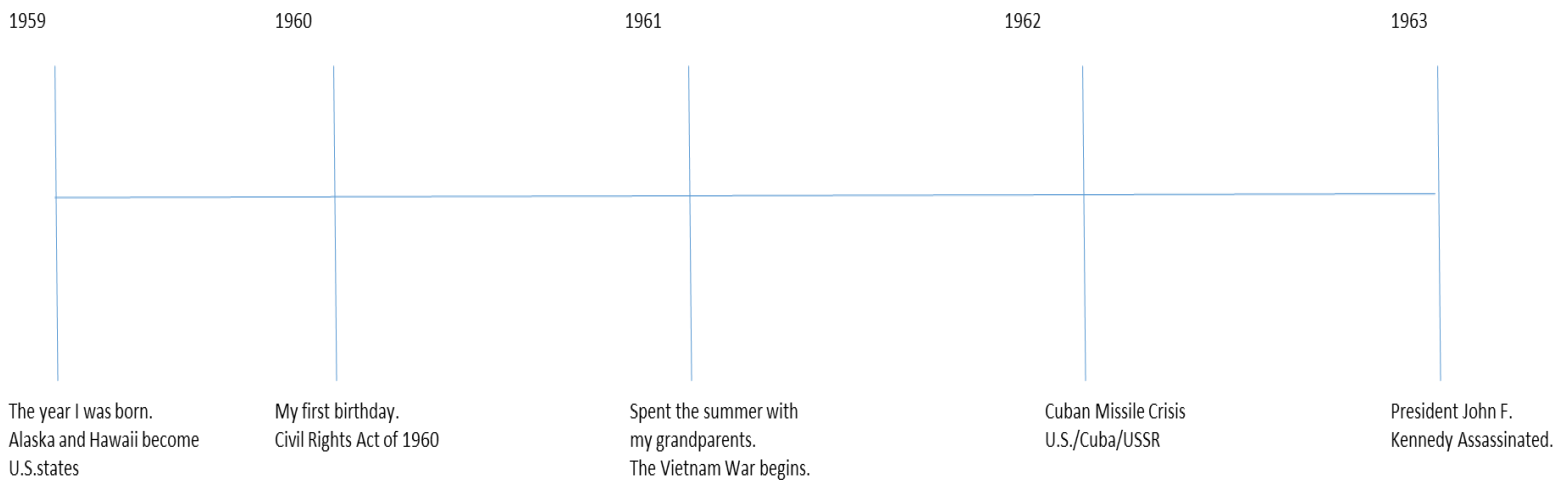
1. Ask students to talk to one of their parents and make a timeline of the period when the parent was growing up (birth to when student was born). The parent may wish to include major local, national and world events on their timeline to add perspective to personal events.

2. Next, talk to students about asking one of their grandparents to make a timeline of the period when they grew up (birth to when student's parent was born). Similar to the parent timeline, make sure to include important local, national and world events and happenings.

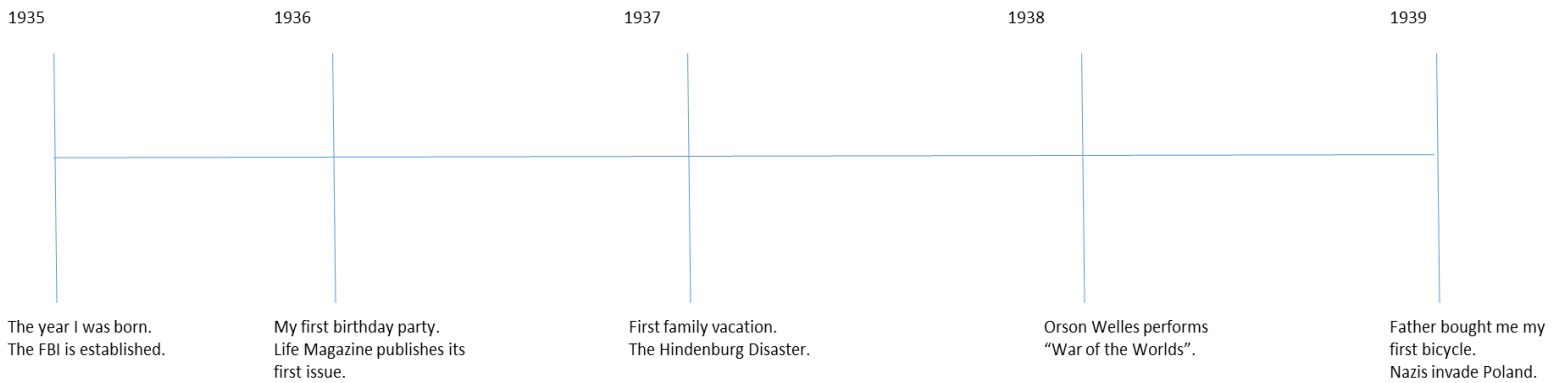
3. Ask parents to supply a family photograph taken before their child was born. Be sure to request that the parent does not give any details about the photograph away.

Figure 2.1 – Family Timeline

Parent:



Grandparent:



Activity Two (40 minutes):

- Detecting Groups:

This activity will ask students to make predictions based on photographs. Students will need to use their observation and social skills within groups in order to determine findings. Students may use their Family History timeline in order to help them develop ideas as to what is happening in the photograph and from what period in history does the scene pertain to?

- Instructions:

When students bring their photographs to school, break them up into small "detecting" groups, (plan on no more than 5 students to a group, with each student having one picture, each picture will be observed). Their job will be to predict who is in the picture, approximately when it was taken and where—all based on evidence visible within the photograph. Students will write down their observations in class, and interview parents at home that night, to determine the correct answers. Once the group prediction and the facts are in hand, students will then write a one to two page paper based on the information. The paper should include the details within the photograph that led to their group prediction and compare the accuracy of the prediction to the facts. (Please Note: each student will complete a paper on their own family photograph). Students will then report their findings to the class.

Lesson Three

What Is Local/Town History?

Objective: Students will utilize their knowledge learned from their Individual and Family History findings in order to identify important people, places and events in a historical context.

Points to Remember:

- History is layered and each layer connects/impacts the other.

- Local, Family and Individual History operates within the context of state, national and world history.

Before Getting Started:

- As an educator, you want to motivate your students to see past their individual and family history and empower them to extend their historical understanding toward the local level. Spend some time at the local historical society and/or museum to get an understanding of available collections that can be utilized within your classroom.
- Make a visit to your local public library and see where published diaries and letters, as well as old newspaper collections may be housed. Ask about historical picture books that compare the “then-and-now” of the town.
- You want to be able to provide your students with research avenues outside of the Internet, in order to teach them how to effectively develop their skill level.

ME State Common Core Standards (Grades 6, 7, 8):

Topic: Writing (SS/History)

Research to Build and Present Knowledge: 7. Conduct short, as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Topic: Reading (SS/History)

Key Ideas and Details: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Activity One (40 minutes):

Supplies Needed: Paper, pencil, White Board or a Board to record notes, *Suggested Interview Questions* (see Figure 3.1)

- Introducing History on the Local Level:

Students will utilize their knowledge from the Individual and Family History lessons to learn how to organize people, places and events in a historical context.

- Instructions:

1. On a classroom board make two columns: “*What We Think We Know About Local History*” and “*What We Would Need To Research*”. Ask students what they think of when they hear the term *Local History* and jot down their ideas.
2. Pass out the *Suggested Interview Questions* and as a group, go over the questions that would need to be asked in order to conduct a Local History report. Ask students if they can think of any other questions. Who could they ask within the community to help answer the questions? What research sources are available to them? Encourage them to use local sources and not just the Internet.

2a. You may encourage students to visit their local library in order to find informational texts. You may also wish to contact the local historical society to see if

a member would be available to visit your class to help students answer questions. Remember the *Maine Memory Network* can also be a useful online resource.

3. Give students a set time frame to have local history questions answered. Ask students when researching to be aware of dates, as well as events and to site sources.

Optional: You may ask students to recreate a grid upon completion of the project depicting the following column headings: Class Knowledge, Local History Questions and Answers, Information Sources, and Future Research.

Figure 3.1 – Suggested Interview Questions

1. What was the local geographic area like before this town was settled? In the early days of its settlement? Now?
2. What people first settled this area? Why did they come here? When?
3. Who settled here later? When? What drew them to the area?
4. What religious or ethnic groups settled here? Has it changed? What percentage of the current population's roots are from that religion or ethnic group? Other ethnic groups?
5. How did early settlers earn their living? Has that changed? How so?
6. How was the community or town "laid out"—neighborhoods, streets, major city buildings?
7. Which early settlers were most influential? Why?
8. Which local residents have been influential in different eras of the town's history? Why?
9. How were early houses built and furnished? Has that changed over the years? How and why?
10. What industries represent the majority of the population now (i.e., steel mills, electronics, technological manufacturing, farming, dairy farms, etc.)?
11. How was the early settlement of the area influenced by forms of transportation? How is the current population influenced by transportation?
12. How were early settlers influenced by commerce here and nearby?
13. How are we influenced by commerce now?
14. What examples of cultural resources were evident for early settlers? Now?
15. How have the area's land and water resources contributed to history?

16. What examples of architecture are from various eras in the town's history?

17. Have certain geographic areas been settled largely by one group but not another? If so, why? Is this still true?

Activity Two (40 minutes):

Supplies Needed: Answers to local history background questions, large piece of bulletin or butcher paper, marker, books from the public library, maps and other research resources to begin activity.

- Local History Timeline:

Working with students, develop a timeline showing your town or community's history. You may want to contact local resources, (the historical society or public library), prior to introducing this lesson to find out if a timeline for your community already exists, and utilizing the *Maine Memory Network* online may prove useful.

Please Note: Students may have timeline templates available to them through Apple or Microsoft Software. It is your decision for students to utilize such programs in the development or completion of this project.

- Instructions:

1. Begin the local timeline with the first significant documented date, (i.e.: the date the region was named a territory). Make sure to include dates with regard to military, economic and political interest as the timeline evolves, and include any famous and/or influential people. Use books from the public library, local resources and the Internet, (as a last resort for dates may be inaccurate), for research purposes. Students should have sources cited from the local history background questions; reducing error. Once you have the basis of the timeline set, students can refer and add to during the week or a timeframe you have set. (See Figure 3.2).
2. Explain to students that there will be several uses for the new timeline. Students will begin to build a local timeline, and will use it to study cause and effect—understanding what events occurred in the past, and why they occurred.
 - 2B. Start to ask your students to think about the context of an event.
 - How did the mindset of the people during a certain time period shape the outcome of an event?
 - How does the event connect to what came before it and what comes after it?
3. You can then assign individual research projects to students based on the timeline findings (i.e.: Students may have found that shipbuilding was an industry leader during the 1800's. What famous vessels came out of the town's shipyards? Captains? What happened to them?) You have the choice of having the student make a timeline based on their research event in local history. (See Figure 3.3).
4. (Optional): You can make an individualized plan for students whose families have lived in the community for generations by incorporating their Family History into a Local History timeline. Students will gain further perspective, especially if their ancestors were some of the first settlers and worked in the industries your community is known for. The study of cause and effect will have a stronger meaning to these students. Have them report the finished project to the class—it will put history in a new light for these students. (See Figure 3.4).

Figure 3.2 – Local Timeline (Waldoboro, ME)

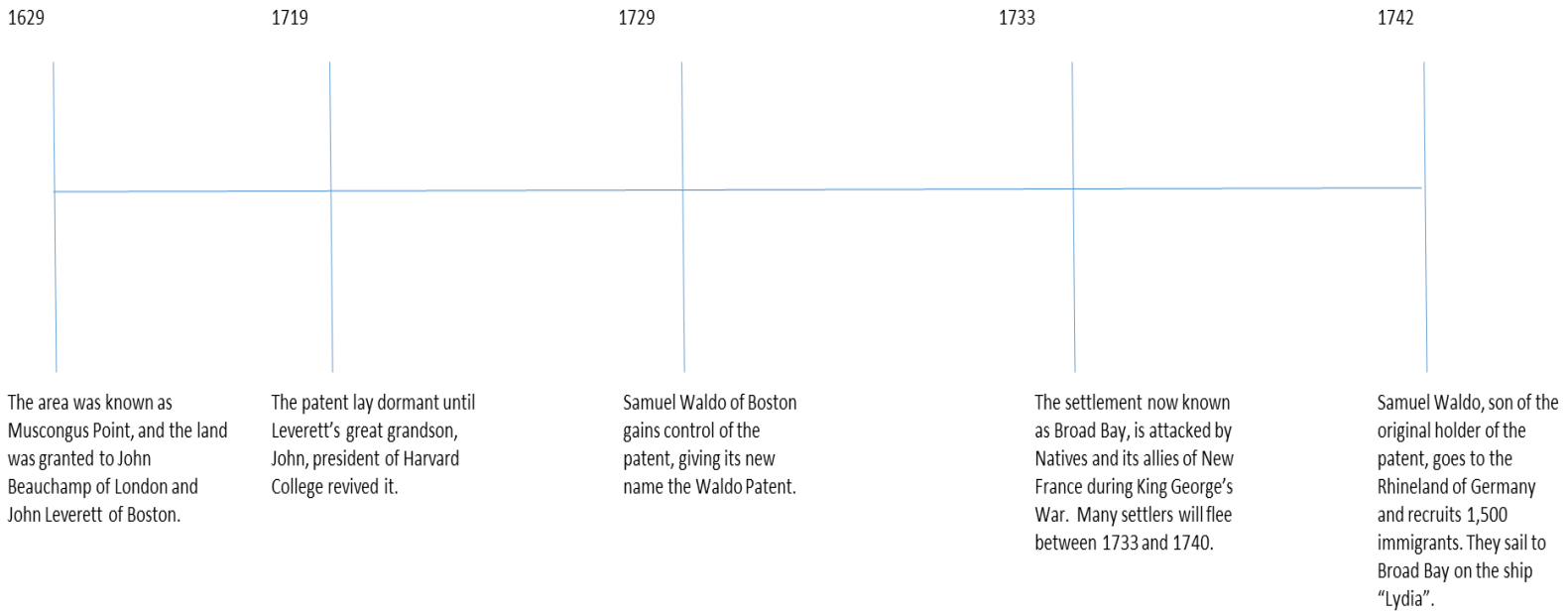


Figure 3.3 – Local Timeline Specified Event (Waldoboro, ME)

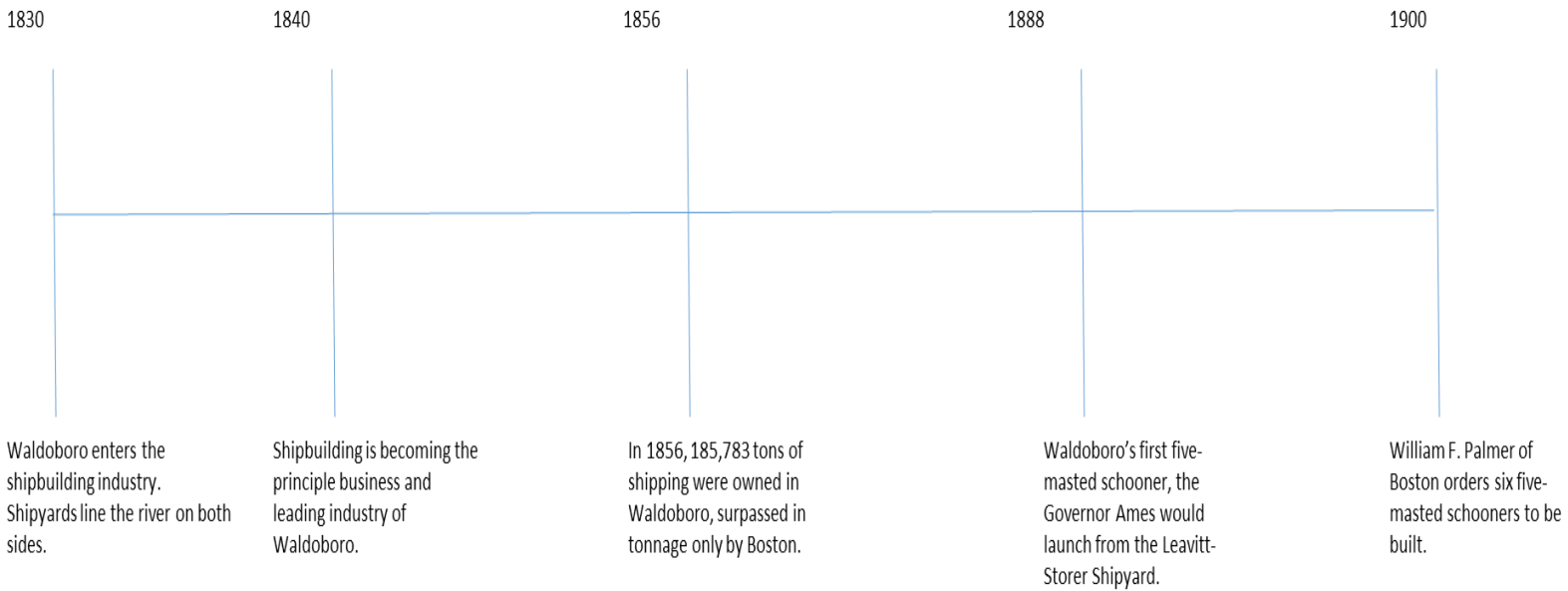
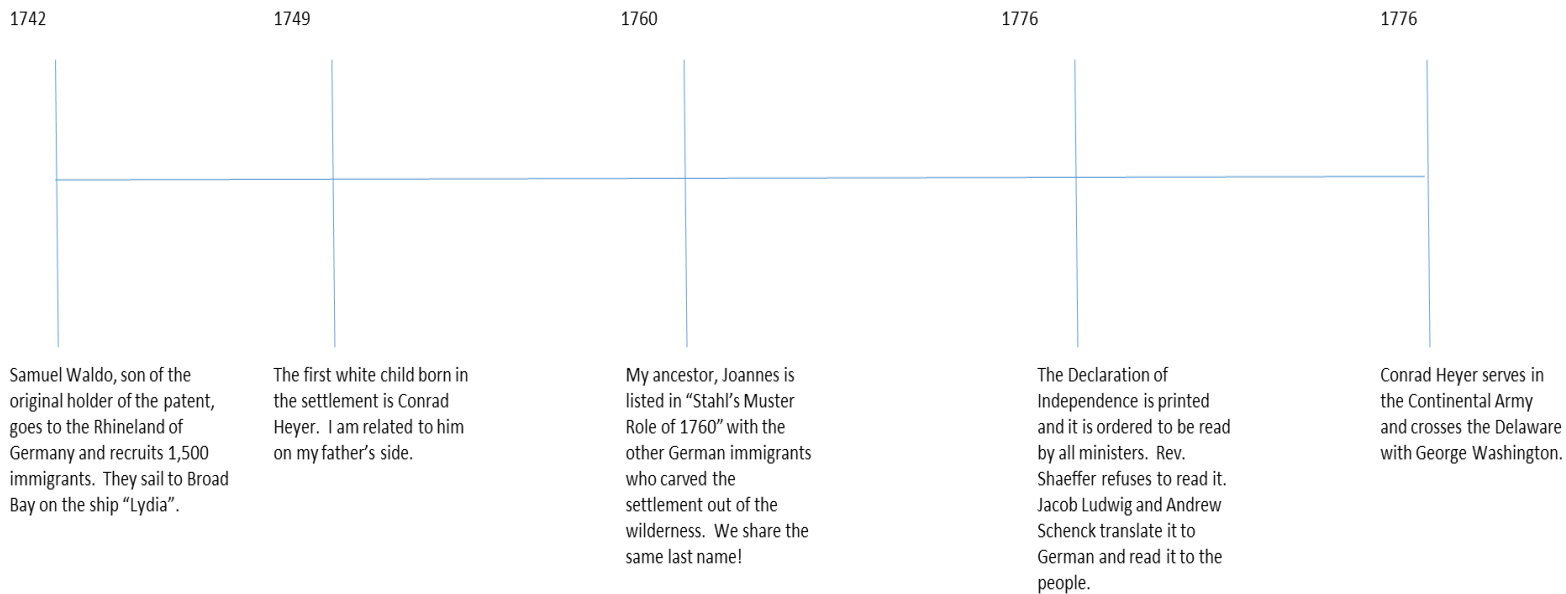


Figure 3.4 – Local Timeline (Waldoboro, ME) and Family History Incorporated



Activity Three (60 minutes):

Supplies Needed: A map and a set of directions per group, (See Figure 3.5), a box and several objects pertaining to an era of history.

Vocabulary:

Contextualizing History consists of four parts:

- Placing all events into their proper context.
- Deciding what previous events had an impact on the event/place/person in question.
- Deciding what impact cultural forces have on an event/place/person in question.
- Understand what events come before or after the event/person/place you are studying.

- Exploring a Time Capsule:

Your class has now experienced three layers of history; it's time to expose them to the state, nation and world with this activity. Students will begin contextualizing history with this exercise.

- Instructions:

1. Plan this activity in advance. Choose an era of history, (i.e.: the 1960's), and put together a box of items pertaining to this era. Leave a few extra items out that pertain to the selected era, as well as, the location students will find them. (This may be done either indoors or outdoors).
2. Put students into small groups, (five or six will work), and give each group a map and a set of directions. Each group has a different starting point and will follow

the directions to find a hidden object. The object will be something from the era you have chosen and will somehow link the location to the era. (I.E. a photograph depicting commencement from 1960 on the field of the school, or a band badge found in the music room from the same era. Your school administrators would be a great resource for collecting school related items).

Figure 3.5 – Map Example

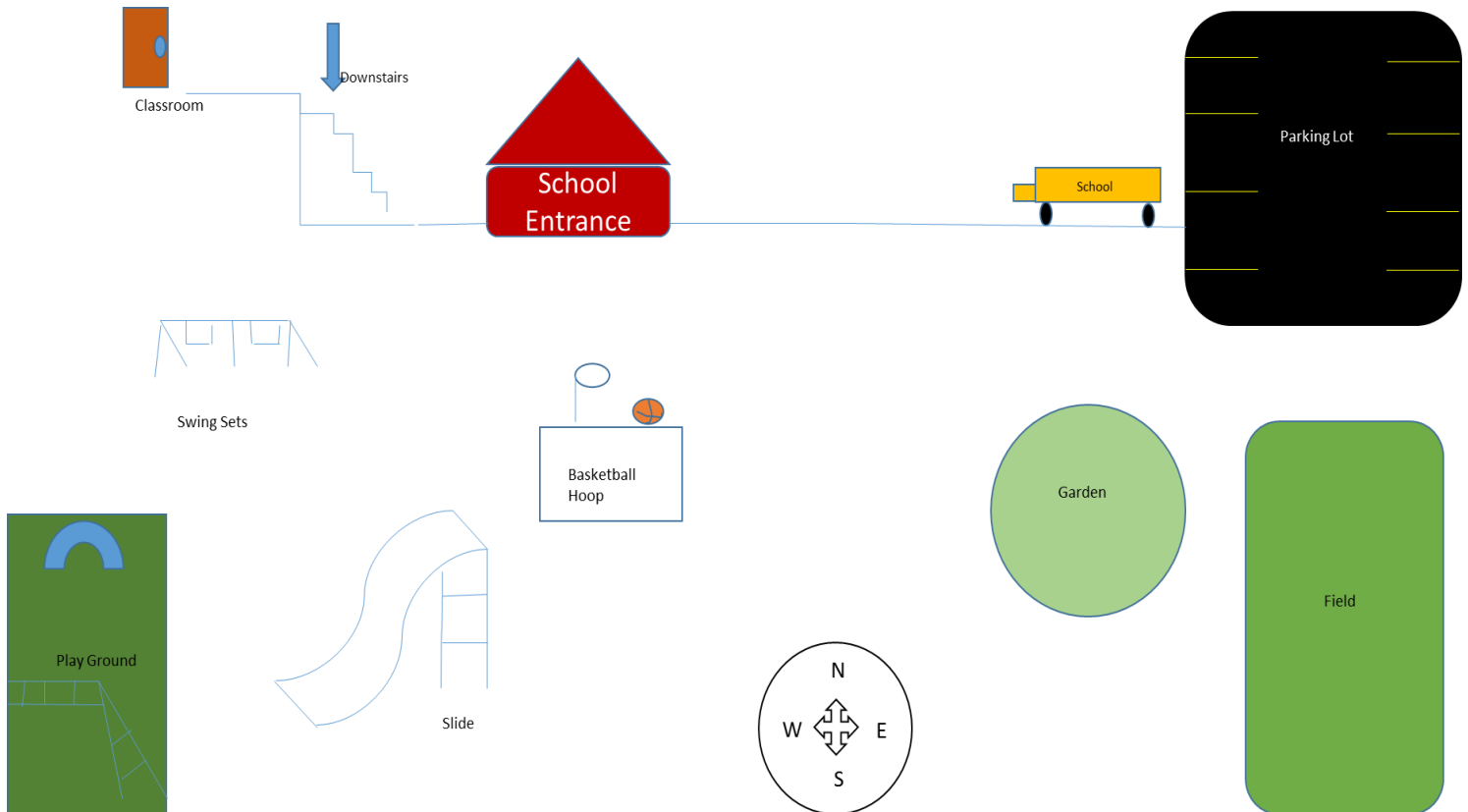


Figure 3.5 –Directions Example

1. Leave the classroom and head east down the hall.
2. Turn west at the water fountain and head down the stairs.
3. At the foot of the stairs head north.
4. You should be standing at the school entrance; face the playground with your back to the school and position the map so that it matches how you are standing (i.e.: the school is behind you).
5. Take 10 steps West from where you are standing.
6. Head 20 steps South. Once there, look around you. Clue: Baseball players do this while at bat.
7. What goes up, must come down. Run to this location and find your first clue.
8. Read the note attached to the clue and follow the directions. Be sure to take your clue with you as you head to your final destination.
9. On the way, try to guess what the object in your hand is and what era it is from.
10. Join the others at the location of the time capsule box.

3. Leave instructions on where to find the time capsule with the object each group will find. Don't make it too easy for students; you want them to use the map, problem solve and work together as a team.
4. Once all groups have met up at the location of the "buried" time capsule, have students return to the classroom. Don't give anything away, but ask them to look at the objects the other groups have found.
5. Open the time capsule and share each item. A large group discussion should take place to determine the era and how these items would have had an impact on their lives today on the local, state and national level. Do any of the items have a world impact?
6. Discuss the purpose of a time capsule and brainstorm what could be put in a time capsule to depict today's era.

Lesson Four

How Does Local History Prepare You For State History?

Objective: Students will explore their Local History through geography, gain insight to differentiate between fact and perception of a fact, and consider whether the text is a primary or secondary source.

Points To Remember:

- What state and town events affect the actions of a family or individual?
- What world and national events affect the history of a state?
- People's interactions with the places they live change their environments. The choice of the place to live or work can have physical and/or cultural limitations on people's everyday lives.
- When studying local and state history, students should be aware of the interactions between people, places and environments—geography.

ME State Common Core Standards (Grades 6, 7, 8):

Topic: Reading (SS/History)

Craft and Structure: 6. Assess how point of view or purpose shapes the content and style of a text.

Topic: Writing (SS/History)

Research to Build and Present Knowledge: 8. Gather relevant information from multiple print and digital sources; assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Activity One (45 Minutes):

Supplies Needed: A town map from the 1800s, a recent town map, a red marker, a green marker, Assignment Sheet (Figure 4.1)

- Historic Maps and Local History:

Students will learn about the history of the town they reside in through the use of old and recent maps. They will observe the changes in geography over time, as well as the growth of human activity through expansion.

- Instructions:

1. This assignment, as well as activity two will be the stepping stones to reading and interpreting historical maps effectively. Students will later read and interpret historical photographs, and will identify the correlation between maps and photographs.
2. Maps can be obtained through the local historical society, the public library or the Maine State Museum. In addition, if you have access to Proquest Maps they supply copies of historic maps. The Maine State Archives has, for a fee, CD copies of the century Colby and Roe Atlases for each county. The University of Maine at Orono houses the original Sanborn Maps and black and white versions on microfilm (which will be used in activity four of Local History). The *Maine Memory Network* also may have available maps.
3. Hand out a copy of the assignment sheet, red and green markers, a photocopied town map from the 1800s and a photocopied recent map to each student. Using the assignment sheet, students will independently work with a copy of a town map from the 1800s and a more recent one to answer the questions. Encourage students to observe the maps but answer the questions fairly quickly, (15-20 minutes), to allow for classroom discussion on how the town has developed over time.
 - 3a. (15-20 minutes): You can ask students to make a list of all the churches, schools and businesses that they find on the map. When students have finished they can compare their list with the Maine Register for the year of the map and for the more recent.
4. Discuss the student observations, having them cite noticeable differences between maps, before asking the following questions:
 - A. How has the town changed?
 - B. Have roads and borders changed? Is the town in the same county?
 - C. What are some of the important family names listed?
 - D. Why did things change? (Or not change?)
 - E. Can you connect your observations back to larger town events? (I.E. an additional school was built to meet the needs of the increased town population due to immigration).

Figure 4.1 – Town Map Assignment Sheet

Working with the two maps you have been given, follow the directions.

Your Name: _____

The Town: _____

The County: _____

1. Locate where your house would be on both maps and mark the spots.
2. Is your house already on either map?
Yes
No
3. Compare roads and geographic features from the current map to the past map. Using a red marker, update the past map so that the additional roads and features, (i.e.: cemeteries, farms, lakes, groves), match the current map.
 - A. Have any of the geographical features changed?
Yes
No
 - B. If so, which ones?

 - C. Do you recognize any prominent names listed on the past map that were learned from the local history timeline?
Yes
No
 - D. Are any roads or features found on the recent map named after citizens of the past? Which ones?

4. On the past map, use a green marker to color the roads that do not appear on the current map. Some roads although not passable by car, might be found and hiked today.
 - A. Which of these roads had houses on them?

 - B. Can you find a way to access any of these unused roads?
5. What do your observations tell you about how your town has changed from the past to the present?

Activity Two (40 Minutes):

Supplies Needed: Old or historical photographs of your town and more recent ones to compare images.

- Implementing Historical Photographs:

Before Getting Started: Old or historical photographs of your town may be found at historical societies, state museums, local libraries, or through local town historians and within old newspapers and magazines. You can call the nearest college or university for the names of instructors teaching local history. Be sure to collect some aerial views of your town or city, and enlarge them for teaching purposes. Aerial photographs, in addition to your collection depicting 10 to 20 years or 50 years ago give students perspective on how the local area and land has been developed. For help with obtaining such photographs, you can ask your local library if a book of photographs for your town has ever been published. The historical society may even have photographs that were never catalogued that you could use in your lesson planning; ask to have copies made.

- Objective:

Students will compare historic photographs with recent depictions of the same scene or geographic area in order to understand how the local area has changed over time, the impact of technology, city/neighborhood planning, environmental impact of human intervention and alternative land use.

- Instructions:

(Steps 1-3: 15 minutes)

1. Start with the most recent photograph of their town. Can students identify buildings and landmarks unique to their town? Encourage a discussion asking the following questions: When were some of these buildings built? What roads were created and paved? What features have been added in the last 5 to 10 years? How do they find out?
2. Next, display aerial photographs of the town from the past. Let students compare photographs of the past to those of the present before asking the following questions. How have things changed? How have they stayed the same? What kind of things will change during a person's lifetime? And what things will stay the same for generations? Why? (Students may want to refer to their list of buildings, businesses and schools from the map, as well as, a copy of the Maine Register for the same year to help them identify things).
3. It will be very important to encourage students to think about these questions. A conversation in small groups or a large classroom discussion should follow.

(Steps 4-6: 30 Minutes)

Images of Main Street or streets that were popular business and social areas would generate greater options for the next steps in this lesson.

4. Ask students to look at photographs depicting highly populated areas or business districts. Be sure to have them read business signs, observe the building styles and try to figure out if these buildings are still in existence. If so, are these businesses still in operation?
5. Have students use the historic and current maps used in lesson one to locate where the buildings would be found. Ask them to make a note if the road on which the building is located had not been created.
6. You may choose buildings for students to research in advance, or ask them to choose buildings depicted in old photographs. Once decided, pass out a copy of the *Researching a Building* worksheet (See Figure 4.2) and give students a chance to read over the expectations of this assignment.
7. Answer any questions students may have, and add your own expectations to alter the assignment as you need to meet your targeted goal for teaching. Remember to ask students to connect their observations back to the larger town events. (Use Figure 4.5 for Primary and Secondary Source information).

Optional:

1. If you or a colleague own a local photo collection it could be used to give students insight to the people, (i.e.: immigrant women, shipyard workers, fishermen), and common trends in the past. Be sure to ask:
 - A. What is the first thing you see in the photograph?
 - B. Share two things that surprised you.
 - C. Do you see this today?
 - D. What name would you give this photograph?
2. You may choose to teach local history with postcards and have students try to place where the scenes were located on past maps and if they still exist. Some common themes found in postcards that could be expanded upon:
 - A. Industry, Shipbuilding and Military Activity
 - B. Agriculture and the Environment
 - C. Tourist Sites
 - D. Architecture and Historical Landmarks

Figure 4.2 – Researching a Building

- A. What do you want to know about a building that makes it interesting?
- B. What do you want to know about a building that makes it historical?
- C. What types of materials were used/available in the making of the building?
- D. What type of architectural styles do you find?
- E. Has the building been modified?
- F. How old is it?
- G. Who built it? When? Why? Did they design any other buildings in your area?
- H. Who lived there? Who owned it? What was it used for until now?
- I. How do the building changes over time reflect the town's history of an era gone by?

Research Sources:

1. The Registry of Deeds – County Court House
2. The Public Library
3. The Historical Society
4. A local college or university – contact the History Department
5. The Internet (should be limited as information online can be faulty)

Assignment Requirements:

1. You must have answered all of the questions.
2. You should include photos depicting your building over time and the changes made.
3. Posters should be the standard size 22" x 28", they should be well organized, easy to read, and the information must cover the area.
4. You must include: capital letters, punctuation, quotations when quoting others, proper grammar and cite sources.
5. **Do Not Plagiarize:** Points will be deducted.
6. You will need to be prepared to give an oral presentation of your findings to the class.

Activity Three (60 Minutes):

Supplies Needed: Access to Ancestry.com through the public library or photocopied U.S. Census records for your town between 1850 and 1940, paper and pencil.

Points to Remember:

- Not all census records record the same information
- The most detailed are from 1850 to 1940.
- Census headings are not politically correct.
- Most of the 1890 census was destroyed by fire.
- Census records must be 70 years old before they are made public.
- The census information is only as good as the enumerator's attention to detail and his/her handwriting.
- Names can be misspelled or change from one year to the next.
- The Population Census can teach English, Language Arts and History:
 - Analytical and writing skills through historical inquiry.
 - How to place historical evidence into its proper context.

ME State Common Core Standards (Grades 6, 7, 8):

Topic: Reading (SS/History)

Integration of Knowledge and Ideas: 7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

- **Please Note:** This lesson will introduce the U.S. Census and how to use it to teach layered history. You will use this lesson in *two* parts.

The first will be used to:

- A. Have students identify trends such as ethnic origins, occupations and literacy rates.
- B. Have students explore how the trends relate to their town history.
- **Using the Census to Understand Your Town:**

Students will use the U.S. Census records for their town to identify economic and social patterns.

Instructions:

1. Students will need access to online databases or have photocopied materials ready in order to perform research tasks. (See Census Sample for next step).

Page No. 5

Inquiries numbered 7, 16, and 17 are not to be asked in respect to infants. Inquiries numbered 11, 12, 15, 16, 17, 19, and 20 are to be answered (if at all) merely by an affirmative mark, as /.

SCHEDULE 1.—Inhabitants in Bangor West Side Kennebec Stream, in the County of Pendecot of Maine, enumerated by me on the 2nd day of June, 1870.

Post Office: Bangor Maine

Henry C. Sellers, Ass't Marshal.



1	2	3	4			7	8		10	11		13	14	15	16	17	18	19	20
			4	5	6		8	9		11	12								
Description: Age all but first day. If first day of month, (M., D., Y.) (C., D., Y.) (M., D., Y.) (C., D., Y.) Profession, Occupation, or Trade of each person, male or female. Value of Real Estate Owned: Value of Real Estate, Value of Personal Estate. Place of Birth, naming State or Territory of U. S.; or the Country, if of foreign birth. Parentage: Father of foreign birth, Mother of foreign birth. If born within the year, state month (M., D., Y., M., D., Y.) If married within the year, state month (M., D., Y., M., D., Y.) Attended school within the year: Character read, Character write. Whether deaf and dumb, blind, insane, or idiotic. Color: White, Black, Mulatto, Indian, Chinese, Japanese, Hawaiian, or other race. Marital Status: Single, Married, Widowed, Divorced, or other status. Months of age and up to 1 year, 1 year and up to 5 years, 5 years and up to 10 years, 10 years and up to 15 years, 15 years and up to 20 years, 20 years and up to 25 years, 25 years and up to 30 years, 30 years and up to 35 years, 35 years and up to 40 years, 40 years and up to 45 years, 45 years and up to 50 years, 50 years and up to 55 years, 55 years and up to 60 years, 60 years and up to 65 years, 65 years and up to 70 years, 70 years and up to 75 years, 75 years and up to 80 years, 80 years and up to 85 years, 85 years and up to 90 years, 90 years and up to 95 years, 95 years and up to 100 years.																			
30	36	Holley Anna	2	F	W				Maine	/	/								
31	37	Quinn Charles	40	M		Boot & Shoemaker			Ireland	/	/								
		Sarah	40	F		Keeping House				/	/								
		James	11	M					Massachusetts	/	/								
32	38	Kallaghan Daniel	62	M		Cooper	1000		Ireland	/	/								
		Mary	52	F		Keeping House				/	/								
		Paul	21	M		Day Labourer			Maine	/	/								
		Mary	17	F						/	/								
		Wright Harvey	11	M															
33	39	Mary Robert	62	M		Shoe Maker			England	/	/								
		Rachel	75	F		Keeping House			Maine	/	/								
		Lydia	33	F						/	/								
34	40	Haskell William	35	M		Lumber Dealer	1000												
		Sarah	29	F		Keeping House													
		Charles	16	M															
		Emily	14	F															
		Ephraim	9	M															
41		Gilley Sarah	45	F		Keeping House													
		Etta	9	F															
		Raynes George	19	M		Shingle Worker													
35	42	Foley Philip	45	M		Shoemaker			Bavaria	/	/								
		Christiana	40	F		Keeping House				/	/								
		Margaret	16	F					Massachusetts	/	/								
		John	14	M					Maine	/	/								
		Mary	11	F						/	/								
		Philip	8	M						/	/								
		Christiana	7	F						/	/								
		Fred	6	M						/	/								
		Antonia	3	F						/	/								
		Lizzie	1	F						/	/								
36	43	McLicken August	35	M		Day Labourer			Prussia	/	/								
		Sarah	30	F		Keeping House				/	/								
36	44	Kallaghan Daniel	40	M		Day Labourer			Ireland	/	/								
		Bartham	38	F		Keeping House				/	/								
		Margaret	6	F					Maine	/	/								
		Mary	3	F						/	/								
		Buckley Mary	40	F					Ireland	/	/								
45		Davis John	30	M		Seaman			Prussia	/	/								
		Bertie	30	F		Keeping House			Prussia	/	/								
37	46	Witch Sylvanus	52	M		Day Labourer			Maine	/	/								

No. of dwellings 7 No. of white females, 22 No. of males, foreign born, 7
 " " families, 10 " " colored males, " " females, " " 7
 " " white males, 18 " " females, " " blind.

2. The sample census page from 1870 is taken from Bangor's West Side (it is available to the public through Ancestry.com) and may be used as a handout for students to make observations in order to determine economic and social trends.
 - A. You may wish to write the following information on a board for classroom use as it may be hard for students to read on the sample:
 11. Father of Foreign Birth
 12. Mother of Foreign Birth
 13. Born within the Year (state Month)
 14. Married within the Year (state Month)
 15. Attended school within the Year
 16. Cannot Read
 17. Cannot Write
 18. Whether Deaf and Dumb, Blind, Insane or Idiotic
 19. Male citizens of U.S. of 21 and older
 20. Male citizens of U.S. of 21 and older whose right to vote is denied on grounds other than rebellion.
 - B. What is the first thing that students notice when viewing the sample?
 1. Students may notice that only White participants are listed.
 2. Students may comment on the number of immigrants.
 3. Students may observe the occupations that were available.
 4. Students may comment on the parentage, education or Constitutional relations.
3. Already, students have an idea of what information pertains to the census. As you pass out census material from 1850-1940 on your town, ask students to record their findings on economic and social trends. Students may work individually or work in pairs to determine trends. (See *Sample Trend and Its Context* on how students will follow up with their findings).

** This lesson is designed for more than one class period and is intended to be used as such.*

Sample Trend and Its Context: Immigration

After viewing the census, students recognize the immigration patterns of certain ethnic groups into their town. Ethnic neighbors and their locations could be reinforced by historic and recent maps.

1. Students brainstorm how the ethnic group may have shaped their town.
2. Do they live in the same area forming ethnic neighborhoods?
 - 2a. Why do you think people chose to live in certain ethnic neighborhoods?
 - 2b. What things would be available to them in these neighborhoods?
 - 2c. You have an understanding for historic photographs, can you find any from old neighborhoods? Are there any indicators that show you that this was an ethnic neighborhood? (example: a sign in a shop window, the style of dress worn). How is the ethnic identity imprinted on the landscape? (example: a German Church Cemetery would give an indication that many immigrants created a settlement or ethnic neighborhood in your area).
3. What jobs did they tend to fill?
4. How did they bring diversity to the town?
5. How were they treated?

Students then gain an understanding of their state's policy towards immigration and/or the reason why someone would want to come to their state.

6. What is the economic condition and political climate of the state?
7. How did the state encourage the people to migrate to their area?
8. Students then gain an understanding of immigration issues at the national level occurring at the time.
9. What were the pull factors that attracted immigrants to the United States?

The second part of this activity will be utilized after *Activity Five: Constructing the State Timeline* has been completed.

- Once the State Timeline has been completed, students will have an understanding of their State History and be able to (See Example):
 - A. Explore what is happening in State History at the time and how the trend(s) relate to this.
 - B. Explore what is occurring in U.S. History at the time and how the trend(s) relate to it.
- You may want to remind students what the Population Census tells us and how it relates back to state and national history:
 1. Familial relationships.

2. Population growth or decline over time.
3. Ethnic origins of the population.
4. The development of ethnic neighborhoods over time.
5. Neighbor relationships.
6. Occupations and prominent businesses in town.
7. The development of education in a town.
8. The way in which a town took care of its poor.
9. Perceptions of the disabled over time.
10. The age distribution in a town and its change over time.
11. Veterans in a town.
12. Collective monetary worth of a town as well as individual worth.

Activity Four (40 minutes):

Supplies Needed: Sanborn Fire Insurance Maps for your town detailing various years in your town's history (these may be obtained through the Maine State Archives).

Points To Remember When Using Sanborn Maps:

- Sanborn maps are fire insurance maps which capture the foot prints of buildings in a town.
- Sanborn maps were made from the mid-1800s to the 1940s.
- Maps for towns were created and updated about every 10 to 20 years depending on the size of town and its location.
- Original maps were color coded to reflect types of materials used to build a building.
- All maps have a key that defines the symbols used.

Sanborn Maps and Layered History:

Students will experience change over time and retain the developmental history of their town through the use of Sanborn Maps. Students will utilize their knowledge of local maps and the census as acquired in previous lessons, and further develop their map and analytical skills.

The Importance of Sanborn Maps:

- Helps to develop map reading skills and analytical skills.
- Shows change over time.
- Shows economic development and/or decline.

- Shows location of downtown areas, manufacturing areas, neighborhoods, etc.
- Allows researchers to identify types of businesses in a town at a certain period in time.
- Allows researchers to identify influence of ethnic groups.
- Shows the location of institutions (schools, churches) that make up a community.
- Shows architectural trends.
- Shows environmental impact of a town by identifying sources of power as well as location of industry.
- Shows spatial relationships within the town.
- Shows the influence of larger state and national trends.

- Instructions:

1. Have students organize the copies of the maps by cutting and pasting them into a layout with which they are familiar.
2. Have students examine the maps and identify businesses, churches, schools and neighborhoods.
3. Have students make a chart that lists businesses, social institutions, neighborhoods, etc.
4. Have students do the above for several versions of the Sanborn Maps for one town.
5. Have students compare and contrast what they found between the years.
6. Have students correlate their findings with other sources such as the Maine Registers and census materials.

Activity Five (30 Minutes):

Supplies Needed: Between four and five state maps depicting roads, regions, parks, light houses, railroads and novelties, from both the past and present, and a copy of the State Geography worksheet.

- Geography of a State Using Maps:

Students will utilize the information learned from the local history unit to research state geography and understand its important role in the state's history. Your students have gained perspective from the local history unit; they now realize when the town was settled, what industries were prominent, the ethnic groups that made the community and events that had an impact on the local level. The time capsule lesson exposed students to a specific era and gave insight to the layers of state, national and possibly world. With this activity you will demonstrate how the local layer of history ties into its state's history.

Before Beginning: Be sure to contact the public library or the Maine State Archives to acquire copies of Maine State maps for this lesson.

- Instructions:

1. **Please Note:** make sure to have maps easily accessible to students or photocopy various state maps and have these ready to be utilized for this lesson. During the first 15-20 minutes, have students look at maps depicting various periods of time in the state's history, (i.e.: 1812, 1846, 1875, 1900, etc. Years will vary upon available town resources). Ask students to answer the questions from the State Geography Worksheet independently. (See Figure 4.3).
2. Go over the answers as a group and have a classroom discussion. Ask students to think of history from a geographical sense. What kind of history did they detect when comparing an older map to the modern one? Reiterate that history is not always recorded in the written format, it can be seen as visual history, as depicted in the maps.

Figure 4.3 – State Geography Worksheet

1. Starting with the oldest map available to you, find your town on the map. (If not located on the oldest, move to the next chronological date until you find your town).

What year does your town first appear on the map? _____

What is the longitude and latitude of your town? _____

2. What is the city, or the nearest large city? _____

3. Is your town located in the same county it is today? If not which one?

4. What major cities do you recognize that are North, South, East and West of the area?

North _____

South _____

East _____

West _____

5. Look at a current or recent map and compare the following:

Are there towns, plantations or territories listed on the current map that were not on the older one? Which ones?

What landmarks or landforms are listed on the current map, but not on the older one?

Are there any counties on the current map that do not appear on the older one?

6. Geographically describe your state.

Location: Location is either absolute or relative. It answers the question "Where?"

Place: Place explains the physical and human characteristics that tell how an area looks.

Region: Region is defined by characteristics that make it a uniquely functioning area (i.e. is it residential, business, agricultural or recreational? Are there many different cultures? Describe the climate, local landforms, plant or animal life).

Activity Six (40 Minutes):

Supplies Needed: Texts, Historical Writings, Maps, and Internet access, a large piece of bulletin or butcher paper, a marker, and a State Timeline with only the Dates written.

ME State Common Core Standards (Grades 6, 7, 8):

Topic: Reading (SS/History)

Integration of Knowledge and Ideas: 9. Analyze the relationship between a primary and secondary source on the same topic.

- Constructing the State History Timeline:

Students will work independently on an event in State History and research how and why the event occurred, as well as connect the event to the national or world events of its time period.

- Instructions:

1. Constructing a timeline based on State History can be an extensive project, but it doesn't have to be if you choose specific topic areas to explore. You will prepare a timeline and only mark the dates that correspond to the State History events you choose for students to research. Students will still realize cause and effect of events, as well as be able to make the connection with national and world events.
 - 1a. Research sources to consider for students: Finding Katahdin and the *Maine Memory Network* (http://www.mainememory.net/schools/schools_FK.shtml), town histories and Maine Registers as well as old newspaper articles for library research.
2. Give each student a card with a specific event from state history, (do not put the date on the card), and explain to students that they will need to prepare a research paper based on this event. Tell students that the timeline is blank except for the dates, and that when researching they will need to be able to accurately place their event on the timeline when finished. Events may cover a broad range in order to encompass national and world impact. (See Figure 4.4).
3. Explain to students how to differentiate between a primary and secondary source when researching their event. Ask them to be aware of a source's point of view within the text and to realize how it shapes the content. (See Figure 4.5)
4. Have students spend the remainder of the time looking through texts and research materials while in class. You may choose to have a certain amount of time dedicated to research in or out of class when setting the time frame. Papers should total, (at least), three complete pages and cover the cause of the event, its outcome, if similar events were taking place nationwide during the era, and try to incorporate a world event. Papers should be presented orally to encourage their peers to respond with questions and constructive criticism. (See Figure 4.6).

Figure 4.4 – State History Events (Examples)

1. **1622** — Sir Ferdinando Gorges and John Mason are granted rights to lands which make up what is now Maine and New Hampshire. Gorges became the first person to title the territory "Maine".
2. **1675** — King Phillip's War begins what will be a long and arduous battle between the English and the French and Indians for control of the North American territories.
3. **1839** — Governor Fairfield declares war on England over a boundary dispute between New Brunswick and northern Maine. This is the first and only time a state has declared war on a foreign power. The dispute was settled, however, before any blood was shed.
4. **1851** — Harriet Beecher Stowe begins writing Uncle Tom's Cabin in Brunswick, Maine. This novel would later serve as a source of inspiration for abolitionists prior to the Civil War.
5. **1860** — Paris, Maine native Hannibal Hamlin is named Abraham Lincoln's Vice President.
6. **1931** — Governor Percival Baxter begins buying land in Northern Maine for the purpose of establishing a game reserve. Over the course of 30 years, Baxter would purchase over 90,000 acres. This land was generously donated toward the establishment of Baxter State Park.
7. **1948** — Skowhegan native Margaret Chase Smith is elected to the U.S. Senate making her the first woman to ever be voted into this office and also the first woman to serve in both houses of Congress.
8. **1980** — President Carter signs the Indian Land Claims agreement.
9. **1994** — Brunswick resident Angus King becomes only the second popularly elected independent governor in United States history.
10. **1997** — Bangor native, Senator William Cohen is sworn in as President Clinton's Secretary of Defense.

Figure 4.5 – Primary and Secondary Sources

- Selecting Primary Sources Based on the Event:

What is a Primary Source?

Primary sources provide first-hand knowledge or direct evidence of a research topic. They are documents created by those who have witnessed or experienced the events being recorded.

Primary Source Examples:

- Personal Records (Letters, Diaries, Ledgers)
- Vital Records (Birth, Marriage, Death Certificates)
- Original Manuscripts
- Institutional Records (Minutes, Newsletters)
- Mass Media (documents produced at the time of the events – newspaper articles)
- Memoirs and Autobiographies
- Artifacts (items used to understand the person or past event)
- Photographs
- Maps

Now that the event has been chosen, you need to decide what kinds of primary sources might be the best to explore it. Would photographs, deeds, legal documents or maps work? What about newspaper clippings, journals or letters?

1. Think of what sources are available to you on the local level. Is there a knowledgeable person at the public library that could assist you? How about the historical society?
2. Remember; when reading primary sources and utilizing their information, revise and edit documents and refrain from plagiarism when writing, unless quoting the source.

- Selecting Secondary Sources Based on the Event:

What is a Secondary Source?

Secondary sources are created later than the event itself by someone who did not experience it first-hand or participate in the event you are researching.

Secondary Source Examples:

- Scholarly Books
- Articles
- Encyclopedias

Be sure to compare sources when researching; are the dates, people involved, and facts the same? Are there discrepancies? If so, note them and be sure to include your findings in your research paper.

Figure 4.6 – Event on the Larger Scale

Event:

1622 — Sir Ferdinando Gorges and John Mason are granted rights to lands which make up what is now Maine and New Hampshire. Gorges became the first person to title the territory "Maine".

Cause and Effect:

In 1622, Sir Ferdinando Gorges and John Mason received a land patent from the Plymouth Council for New England for the Providence of Maine. The Plymouth Council for New England was a 17th Century English joint stock company that held a royal charter to found colonial settlements along the coast of North America. A royal charter is a formal document issued by a monarch as letters patented, granting a right or power to an individual or a body corporate. At this period of history, the royal charter would have been issued by King James I of England. The original boundaries of the land patent were between the Merrimack and Kennebec Rivers. In 1629 Gorges and Mason divided the colony; Mason received the portion south of the Piscataqua River which became the Providence of New Hampshire.

National:

King James I of England issued royal charters to English joint stock companies like The Plymouth Council for New England in order to found colonial settlements along the coast of North America.

World:

England needed to compete in claiming territories for the crown against influential nations such as France and Spain in order to expand its land holdings in the New World.

Activity Seven (40 minutes):

Supplies Needed: *Cemeteries and Their Characteristics* information sheet, a list of local cemeteries, and the *Scavenger Hunt Questionnaire*.

- Cemeteries and Their Importance:

Students will utilize the knowledge learned from researching historic maps, the population census and the local and state history timelines to provide context in order to see trends within their local cemeteries. Studying cemeteries give students insight to local history events from migration patterns to life expectancy; students will expand their knowledge of events to encompass the town's former residents.

1. Give students a copy of the *Cemeteries and Their Characteristics* guide, a prepared list of local cemeteries and the *Scavenger Hunt Questionnaire*.
2. Discuss the significance of studying local cemeteries and ask students to use their census findings to supplement their research.
3. Give a deadline for students to have visited a local cemetery and to have completed the *Scavenger Hunt Questionnaire*. (Please remind students that the questionnaire informs students what they are expected to find, and invite them to take photographs to share with the class).
4. Once students have completed the scavenger hunt, have a classroom discussion on their findings. Ask students to refer to the local and state history timelines, as well as the population census in order to determine the factors behind a population decrease, a surge of immigrants or the meaning behind various symbols found on cemetery headstones. Classroom or independent study should follow through the use of primary or secondary sources.
5. Have students create a Power Point or Keynote presentation and report their findings to the class. Students can take photographs of headstones and other cemetery features and incorporate them into a slideshow. Students will create a timeline to accompany a photograph within their presentation. Make sure students have fully answered and understood the *Scavenger Hunt Questionnaire* in order to incorporate the information into their presentation.

5a. Remember to ask students to think about how their town's history fits into the context of state and national. (Example: Your student does research at the German Church Cemetery. While there, the student finds a symbol appearing on several stones. Have your student research the symbol, find out when German immigrants came to the town, if they settled anywhere else in Maine and think on a national level about the trends in immigration from Europe to the U.S. Or suppose your student comes across a family plot indicating that five small children died around the same time frame. Have your student research if your town experienced any diseases during that time frame. Did the State of Maine? Was it spread from merchants visiting Europe?).

Figure 4.7 – Cemeteries and Their Characteristics Hand Out

Types of Cemeteries

Church Graveyard

- Located next to church
- Monuments and stones reflect religious beliefs

Town Cemetery

- Usually on the outskirts of town
- Location reflects concern over sanitary conditions

Family Burial Plots

- Include family members, neighbors, and relatives by marriage
- Located on private property
- High point of land
- Problems: land sold off, forgotten, hard to access

Country Cemetery

- Edge of Town
- Up on hill
- Not very large
- Homemade or mail order headstones
- Rarely find large monuments or mausoleums

Garden Cemetery/Memorial Park

- Reflection of changing attitudes toward death
- Replace graveyard and church yard
- Replace terms graveyard and burying ground
- Park-like atmosphere
- Names = beauty and natural space
- Cemetery
- Flat grassy lawns
- Headstones flat and flush with ground
- Markers contain name, date of birth and death
- Main purpose: eliminate suggestion of death

Veteran's Cemetery

- Veterans and Members of the Armed Forces, their spouses and dependents

Potter's Field

- County or city buries poor, unknown, unwanted, criminals, suicides, illegitimate babies
- Sometimes mass graves
- Temporary markers or no markers

What Cemeteries Teach Us:

- Migration Patterns
- Family Groupings
- Ethnic Patterns
- Occurrences of Epidemics and Disasters
- Occupations and Trades
- Life Expectancy
- Religious Affiliations
- Organizational Membership
- Economy of Community
- Society's View towards Death
- Social Status and/or Social Organization
- Botany

Figure 4.8 – Scavenger Hunt Questionnaire

What type of cemetery is it? _____

When was the cemetery established? _____

What is the importance of the cemetery's location? _____

What types of symbols can be found? _____

What materials were used to make the gravestones? _____

How well maintained is it? _____

What relationships can be found in terms of where people are buried? _____

Is the cemetery divided into sections? Do the sections have relevance? _____

What inscriptions can be found? _____

What plants can be found? _____

Activity Eight (40 Minutes):

Supplies Needed: Town and State brochures, (guide books with photographs depicting town and state landmarks and features may be accessible through the *Maine Memory Network*), markers, scrap paper, computer with program capable of producing a presentation format (PowerPoint, Glogster, Keynote or Publisher).

ME State Common Core Standards (6, 7, 8):

Topic: Writing (SS/History)

Production and Distribution of Writing: 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

- The Visitors' Guide:

Students will work to create a visitors' guide to both their town and their state based on the knowledge they possess from previous activities. Students should be encouraged to put their best work into this project.

- Before Getting Started:

Contact your local town office, as well as the Maine State Office of Tourism to request brochures for your class. Explain to someone at both offices that your class is working on creating a Visitors' Guide and see if they would be interested in partnering with your class. See if someone from their office would be willing to come and speak to your class about the criteria necessary for a visitors' guide.

-Instructions:

1. Assign students to one of two groups to work on a Visitors' Guide for either the town or the state.
2. Hand out the brochure pertaining to each group and ask students to make a list of what they feel are the pros and cons of the brochure. How would they change it? If they were thinking about visiting the town or state would this visitors' guide be enough to entice them? (20 minutes)
3. Now that students have been given the opportunity to discuss their thoughts on each brochure, ask them to become professionals. Tell your students that they have been assigned the task of creating the new Visitors' Guide for their town or state. What software would they use? How would they obtain photographs of landmarks? What about the information within the brochure? How would phone numbers and directions be found? Emphasis on a professional piece of work being created using technology should be used. Who knows? Your classroom may create a piece of work that the town and state may showcase.

**This assignment is intended for more than one class period. You may use as much time as is required to complete the activity and provide the finished product.*

Activity Nine (45 Minutes):

Supplies Needed: *Suggested Interview Questions Figure 4.9*, a list of possible events, paper, pencil, informational texts and Internet access

Points to Remember When Teaching Oral History:

- Research methods in that students research the event prior to the interview.
- Historical context in that students understand how larger trends or events provide background for the event they are researching.
- Writing skills in that the students write questions before going to the interview.
- Interview techniques.
- Critical thinking skills as students review interview to create follow-up questions.
- Students also consider why a person perceived an event as he or she did in the interview.
- Students develop an understanding of perception vs. reality

Explain to Your Students The Characteristics of Oral History:

- Oral History captures a person's spoken memory.
- Oral History is democratic in that it gives a voice to people from all socio-economic classes.
- Oral History is based on perception and not necessarily fact.
- Perception refers to how a person remembers an event and not necessarily how the event occurred.
- Perception is shaped by memory, social status, education, etc.
- Perception has historical value when person's background is put into context.
- Memory is not always reliable depending on amount of time that has passed.

Oral History and Its Context:

Layered history gives oral history its context.

To understand why the event occurred, compare it to what is happening at the state and national level.

Social trends influence how people remember an event.

Memory is also influenced by the following:

Society and culture of the community in which the event occurred.

Family background of the person recalling the event.

Individual beliefs of the person recalling the event.

The individual is influenced by family environment which can be influenced by the community.

- Instructions:

1. Start by explaining to your students the characteristics of oral history and discuss its context.
2. Students should by now have developed a strong understanding of their local history. Review local and state events that have had an impact on the community.
3. You may assign events or have students choose their own event for this step. Explain that students will be researching and preparing to interview someone that experienced the event. Then discuss the following with your students:

3a. How to prepare questions:

- Understand the events that are occurring at the state and national level at the same time as the events which are the focus of the interview.
- Consider the characteristics of the time period in which the event occurred.
- Think about the technology available, the main occupations, whether or not people owned cars, etc.
- Research the event by looking for information on the internet.
- Research the event by looking for information in newspapers.
- Develop an understanding of the community in which the person lives.

3b. Prepare questions before going to the interview:

- Start by asking background questions about the person that aren't too intrusive.
- Base your questions on the research that was done about the event.
- Ask the person to describe the event.
- Listen carefully so you can ask follow-up questions.
- Questions should always be open-ended.
- Try not to ask a question that can be answered by yes or no.
- Always ask the person being interviewed to clarify something that you might not understand. For example, if a person makes reference to a process for doing something ask how the process is done.

4. Share with students *Suggested Interview Questions* and the event example. Allow for students to begin research on their event, ask students to develop a list on who in their community they may be able to interview.

5. Be sure to give students suggestions such as: visit the local library, the town historical society, a grandparent, a family friend, a college professor, or a town official in order to make connections. Students should be encouraged to make their own connections, however, if struggling provide more assistance.

***This lesson is intended to be used for more than one class period in order to fully research and develop event and interview questions.*

Figure 4.9—Suggested Interview Questions

Event Example:

1. Students should research the causes of the Great Depression.
2. Students should research the impact of the Great Depression on the nation, their state and their community.
3. Students should consider how life during the Great Depression would differ based on a rural or urban area.
4. Students should understand life in their community at the time period by looking through old newspapers or other sources that discuss this.
5. Students should write questions based on their findings.

Event Questions:

1. How old were you during the Great Depression?
2. Where did you live?
3. How did your family's lifestyle compare to other people in your area?
4. What do you remember about the Great Depression and the way it affected your family?
5. What impact did the Great Depression have on you once you were an adult?

Resources

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