

V. How People of the Past Helped Our Town

WHAT?

Students will determine the various contributions people make to the growth or the quality of life of a town. They will identify some of the contributions of historical personages in their own town.

WHY?

- To identify various ways people make contributions to a town's heritage
- To identify certain people as examples of contributors to a town's heritage
- To describe how individuals, events, and ideas have changed communities over time
- To explain how local people and events have influenced local community needs
- To relate incidents that exemplify contributions of historical personages

Texas Essential Knowledge and Skills addressed in this Lesson:

History

- Understand how historical figures and ordinary people helped to shape the community
- Understand concept of time and chronology

Citizenship

- Understand characteristics of good citizenship as exemplified by historic figures and ordinary people

Social Studies Skills

- Apply critical-thinking skills to organize and use information acquired from a variety of sources
- Communicate in oral, written, and visual forms

TAKS:

- Objective 1: Issues and Events in U.S. History
- Objective 4: Political Influences on Historical Issues and Events
- Objective 5: Critical-Thinking Skills

HOW?

Materials Needed:

- Handout titled “Relative Time Represented by Transportation”
- Pictures of people who have contributed to the students’ town over time
- Pictures of types of contributions people have made to the student’s town over time
- Drawing paper
- Markers

Suggested teaching time: One or two class periods

Suggested advanced planning:

Select one or more of the following:

- Arrange for a person to visit your classroom to tell about and show pictures of people of the past who have made significant contributions to the student’s town.
- If the student’s town has a web site with pictures of their town’s history, arrange to have students view these on the Internet.
- If you have a museum or history center about the student’s town, arrange for a field trip to the place. Ask the director to emphasize people who have contributed to the student’s town over time.
- If you have access to pictures and people who have contributed to the student’s town, present them as part of this lesson.

Note Regarding the handout titled, “Relative Time Represented by Transportation”:

- “Long, Long Ago” = Early 1800s or before
- “Long Ago” = Mid 1800s
- “Many, Many Years Ago” = Late 1800s and early 1900s
- “Many Years Ago” = Mid 1900s
- “Close to Our Time” = Late 1900s and early 2000s

Suggested Procedures:

1. Attach the pictures in the handout titled “Relative Time Represented by Transportation” on the wall chronologically with the picture titled, “Long, Long Ago” being first and “Close to Our Time” being last.
2. Ask students if they know about anyone who lived a long time ago. They might include George Washington, Abraham Lincoln, and Martin Luther King.
3. Ask why we remember these people. Lead students to say that the people they named did things that helped our country become a good place to live.
4. Tell students that there are many ways people help a town become a good place to live. Tell students that they will find out how people have helped their own town over time.

5. Draw students' attention to the relative time pictures on the wall. Discuss the pictures and tell students where people of the past fit on the pictures. For example, George Washington would go on the wagon picture, Abraham Lincoln on the train picture, and Martin Luther King on the truck picture.
6. Have a presentation about the people of the past who have contributed to the students' town as indicated above in the "Suggested advanced planning" section." Ask the presenter to place each person in a picture on the relative time sequence.
7. Have each student draw a picture illustrating one of the people and his/her contribution. Attach students' pictures near the relative picture on the wall.
8. Ask students what they have learned. Lead them to conclude that many kinds of people contribute in many kinds of ways to help towns become a good place to live.

Possible Alternative Lesson

(If you do not have access to the history of the student's town)

Materials Needed:

- Handout titled "Relative Time Represented by Transportation"
- Handout with labels of towns, people, and time frame
- Handout for the teacher titled "Some Contributions of People of the Past"
- Half or quarter sheets of drawing paper
- Markers

Suggested Procedures:

1. Attach the pictures in the handout titled "Relative Time Represented by Transportation" on the wall chronologically with the picture titled, "Long, Long Ago" being first and "Close to Our Time" being last.
2. Ask students if they know about anyone who lived a long time ago. They might include George Washington, Abraham Lincoln, and Martin Luther King.
3. Ask why we remember these people. Lead students to say that the people they named did things that helped our country become a good place to live.
4. Tell students that there are many ways people help a town become a good place to live. Tell students that they will find out how people have helped several Texas towns over time.
5. Draw students' attention to the relative time pictures on the wall. Discuss the pictures and tell students where people of the past fit on the pictures. For example, George Washington would go on the wagon picture, Abraham Lincoln on the train picture, and Martin Luther King on the truck picture.
6. Divide the students into five groups. Assign each student in each group to create one picture as follows:
 - Group One – a town (buildings such as houses and stores, a park, streets)
 - Group Two – soap bubbles and bars of soap
 - Group Three – a school and a bridge
 - Group Four – flowers
 - Group Five – a doctor's office
7. Tell the stories from the handout titled "Some Contributions of People of the Past."

8. After each story, ask the students if they think their group's pictures match the person you told them about.
9. Attach the appropriate label to the pictures designating relative time. Have students attach their pictures in the general area of the time picture.
10. Ask students what they have learned. Lead them to conclude that many kinds of people contribute in many kinds of ways to help towns become a good place to live.