

## Table of Activities

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### Part 1: History Is Where You Make It (4 sessions)

Students learn to look at their surroundings with a historian’s eye and a historian’s inquiring mind as they identify historical places in their communities, learn to ask questions to uncover their stories, and seek the sources that will provide the answers.

#### Activity 1A: Beginning Your Investigation

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| <b>1A.1:</b><br><i>Asking Questions</i>          | Students are introduced to the concept of history as inquiry and analyze a historical podcast about a place. They are introduced to the unit and the unit project—writing the script for a podcast about a place in their community.   |
| <b>1A.2:</b><br><i>A Place in Your Community</i> | Students model the process of historical inquiry by formulating questions based on their observations of places in several photographs. Students consider locations in their own community that would be interesting to research and form pairs to choose the place that will be the subject of their unit projects. |

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#### Activity 1B: Digging Deeper

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| <b>1B.1:</b><br><i>A World of Sources</i>      | Students distinguish between primary and secondary sources and compile a list of sources for their podcasts.  |
| <b>1B.2:</b><br><i>Historical Perspectives</i> | Students write and compare brief histories of the class to experience first-hand how viewpoints and perspectives influence how history is told. They identify people with different perspectives to interview for their podcasts. |

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## Part 2: Writing (and Rewriting) History (6 sessions)

Students continue researching primary and secondary sources, and explore personal perspectives on their place. Class periods are divided between independent research and several activities that guide students in documenting and attributing sources, conducting and editing interviews, outlining their ideas, and drafting and revising their podcast scripts.

### Activity 2A: Conducting and Documenting Research

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| <b>2A.1:</b><br><i>Gathering Evidence</i> | Students research their place online, onsite, and in libraries and other venues, and learn documentation procedures. They also create a concept web that shows their place's local significance and connections to themes in American history. |
| <b>2A.2:</b><br><i>Making It Personal</i> | Students either conduct two interviews or conduct one interview and research a second perspective through an oral history or other primary source.   |
| <b>2A.3:</b><br><i>Outlining Ideas</i>    | Students analyze a podcast for structure, review project criteria, and write and revise outlines for their own podcasts.   |

### Activity 2B: Creating the Podcast

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| <b>2B.1:</b><br><i>Writing the Script</i>       | Student pairs use their notes and outlines to write and revise a script for their podcasts.  |
| <b>2B.2:</b><br><i>Historical Presentations</i> | Student pairs present their scripts to the class, or to a wider audience, and locate their place on a timeline. They reflect on the work they have done in the unit. |