

TEACHING WITH PRIMARY SOURCES AND THE LOUISIANA DIGITAL LIBRARY**Louisiana Gumbo Lesson Resource**

Louisiana Gumbo: A Recipe for Empowerment Project is funded by a grant from the Institute of Museum and Library Services (IMLS). Grant partners include the State Library of Louisiana, the LOUISiana Digital Library, the Louisiana State Museum, and The Historic New Orleans Collectio

HISTORY *DID* HAPPEN IN MY BACK YARD!

Subject: Social Studies

Grade Level: 8

Overview

Students search the LOUISiana Digital Library for historical records and artifacts that demonstrate the role their parish played in Louisiana history. Students locate artifacts about the people, places, and events that shaped the story of their Louisiana parish.

Approximate Duration: 1 or 2 50-minute class periods

Content Standards:

- **History: Time, Continuity, and Change** Students develop a sense of historical time and historical perspective as they study the history of their community, state, nation, and world.

Benchmarks:

- **H-1A-M4** analyzing historical data using primary and secondary sources;

Grade-Level Expectations (GLEs):

- **Historical Thinking Skills**

Grade 8

67. Analyze given source material to identify opinion, propaganda, or bias (H-1A-M4)

Interdisciplinary Connections:

- **English/Language Arts : Standard 1** Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.

Educational Technology Standards:

- Determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems.

Objectives:

Students will

- Use reading comprehension skills and available technology to locate, select, and synthesize information from a digital images to acquire and communicate knowledge about events, ideas, and issues related to history.
- Demonstrate historical perspective by participating in a class discussion of events that shaped American and Louisiana history.
- Analyze cartoons, photographs, posters, and other visual medium to identify opinion, propaganda, or bias.

Lesson Materials and Resources

Depending on how the teacher formats the lesson, one or more of the following items may be used:

- [Observation Form](#)
- [Essay Rubric](#)
- [Multimedia Rubric](#)
- [Oral Presentation Rubric](#)
- [Poster Rubric](#) (for collages as well)
- [Multimedia Storyboard](#)
- History *Did* Happen in My Back Yard Note-taking Guide

Technology Tools and Materials:

Hardware: Computers, 1 per student or set of partners (Can be executed with 1 classroom presentation computer); Internet access

Software: Browser software

Websites:

LOUISiana Digital Library, <http://louisdl.louislibraries.org>

Procedure

1. Explain that students will browse the LOUISiana Digital Library to discover the people, places, and events that shaped the story of their local Louisiana parish.
2. Divide the class into groups and distribute the History *Did* Happen in My Back Yard Note-taking Guide.
3. Demonstrate the collection search and advanced search features of the LOUISiana Digital Library.
4. Ask students to prepare a short multimedia presentation of their research. Explain that a multimedia presentation is a visual essay. Distribute copies of and discuss the Essay Rubric, Multimedia Presentation Rubric, and Multimedia Storyboard to demonstrate how presentation preparation and guidelines for each medium are similar.
5. Explain and/or demonstrate how students may copy images, save images, and/or use the My Favorites function of the LOUISiana Digital Library to prepare a PowerPoint slideshow. Please refer to the [viewers](#) and [help](#) and [my favorites](#) pages of the LOUISiana Digital Library for help and additional information
6. Provide access to computers and allow adequate time for research and collaboration.
7. Use the **Observation Form** to record anecdotal information about peer collaboration.
8. Student Presentations
9. **Debrief.** Use student presentations to discuss the role their parish played in shaping the story of Louisiana and the United States.
10. **Culminate** by asking students to use what they learned to write a newspaper article that highlights their parish's role in history.

Assessment Procedures:

History *Did* Happen in My Back Yard Note Taking Guide

Appropriate Rubrics from Materials section of this lesson

Accommodations/Modifications:

Accommodations/Modifications Built Into the Lesson

- Cooperative grouping
- Small class segments
- Whole class debriefing sessions
- Pre-teach vocabulary words
- Extensions/Explorations can be modified for individual needs
- Debriefing provides systematic feedback

Contact Information:

Memory Seymour

memory.seymour@sos.louisiana.gov

Louisiana Gumbo Education Coordinator

History Did Happen in My Back Yard Note-taking Guide

Your Name _____

Date _____

Image Type and title <i>(photo, documents, artifact, map, cartoon, poster, etc)</i>	Images Link <i>Cut and paste from your browser</i>	Important Information Gathered from this Source	Your Thoughts

--	--	--	--