

A collection of historical artifacts is arranged on a light-colored surface. On the left, a wooden board game with a checkered pattern and several pieces is visible. Next to it is a red ribbon with a circular emblem, and a blue ribbon with a similar emblem. Below these are two silver star-shaped medals with intricate designs. A pair of gold-rimmed glasses with thin temples lies across the center. In the bottom left corner, a circular compass with a white face and black markings is partially visible.


“Would I?”

Pioneers of Clark County
~1830-1950



This is a history learning unit for 3-6 graders regarding history of Clark County pioneers (~1830-1930). These are my ideas that I believe work best with most of my students. With the ebb and flow of teaching, please adapt, improve, cut, extend, and modify this unit to best encourage your particular group of learners.

YOU KNOW YOUR STUDENTS BEST!



Teacher's most important task

As teachers, you know that lesson plans are 20% preparation and 80% presentation.

Building discovery, creativity, and enthusiasm into this learning unit will be your most important task!



Purpose to incorporate CBAs

- A part of regular classroom learning/teaching
- A conceptual task, more than the textbook; it requires multiple resources and classroom discussion
- Looks at the bigger picture of issues instead of “just the facts”

Source: CBA Teacher preview power point presentation at OSPI:
<http://www.k12.wa.us/assessment/WASL/SocialStudies/default.aspx>

WLMA:
<http://www.wlma.org/cbas/>



Main Student Task

- Student will generate five artifacts that demonstrate understanding of their research.
- One of the five will be written in nature
- Student will present best of the five to class
- Student will demonstrate “big idea” thinking of making connections and finding themes that run through history by using creative skills, presentation skills and writing skills as they learn about a specific pioneer name.

Assessment

- Five artifacts and class presentation will be scored using CBA rubric for student grades.
- Takes the place of a Social Studies “WASL”
- Performance-based
- Process oriented



Assessment cont.

- Keep the essential question and rubric in the forefront
- Keep repeating **“what is essential question”**.
- Keep repeating **“look at rubric to see how it will be graded”**!
- Keep repeating **“do you have all the required elements”**.



Assessment cont.

- This lesson is clear what choices students have about family name and artifact choice.
- Knowing your student, decide amount of flexibility with choices.



Elementary

Required Task

DIG DEEP Rubric

-History-

	4 Excellent	3 Proficient	2 Partial	1 Minimal
<p>History EALR 1.2.1 Describe and compare patterns of life over time in Washington State, U.S., and World History.</p>	<p>Historical account is a reasonable description of the time period that is accurately and well-supported by references to at least 3 specific artifacts and/or primary sources. There is clear evidence that the student examined the artifacts and/or primary sources referenced.</p>	<p>Historical account is a reasonable description of the time period that is accurately and well-supported by references to at least 2 specific artifacts and/or primary sources. There is clear evidence that the student examined the artifacts and/or primary sources referenced.</p>	<p>Historical account is a reasonable description of the time period that is accurately and well-supported by references to at least 1 specific artifact or primary source. There is clear evidence that the student examined the artifacts and/or primary sources referenced.</p>	<p>Historical account was attempted and describes artifacts or presents ideas about how people lived during this time period. Few or no connections are given between the artifacts and people's lives OR the connections are mainly based on mere speculation.</p>
<p>History EALR 1.1.1a Group personal, local, state, and national events in terms of past, present, and future, and place events in proper sequence on a timeline.</p>	<p>Timeline of events includes 5-6 events related to the central theme/guiding question. Events on the timeline are all accurate and sequenced in order. The timeline includes at least one reference to specific artifacts and/or primary sources.</p>	<p>Timeline of events includes 3-4 events related to the central theme/guiding question. Events on the timeline are mostly accurate and sequenced in order. The timeline includes at least one reference to specific artifacts and/or primary sources.</p>	<p>Timeline of events includes 2 events related to the central theme/guiding question. Events on the timeline are mostly accurate and sequenced in order.</p>	<p>Timeline of events was attempted with several inaccuracies or sequence problems OR with only one event related to the central theme/guiding question.</p>
<p>Social Studies Inquiry and Information Skills 1.1.1f Apply information - create a product that demonstrates understanding of information and responds to central questions; present product to a meaningful audience.</p>	<p>Draws clear, well-reasoned conclusion(s) that is directly supported by inferences or analysis drawn from 3 specific artifacts and/or primary sources.</p>	<p>Draws clear, well-reasoned conclusion(s) that is directly supported by inferences or analysis drawn from 2 specific artifacts and/or primary sources.</p>	<p>Makes accurate inferences from artifacts or primary sources without tying them to a conclusion. OR Draws clear, well-reasoned conclusion(s) that is directly supported by inferences or analysis drawn from 1 specific artifact or primary source.</p>	<p>Draws a conclusion without direct support from analysis or inferences from artifacts and/or primary sources.</p>

Required Task

CBA₂



Why specific names of pioneers?

Enthusiasm rubs off!

I love specific names, real stories of people and how they managed to get where they were.

My great grandparents came from Sweden to Clark County in the 1800s to Ridgefield to farm.

Connections in Clark County run deep for me and I LOVE this! I hope my enthusiasm will rub off on students.

Use any 'theme' that you are already in love to expand the learning. I chose real people.



Samples

- Samples are so important.
- CCHS has a sample of power point about bilikins, one about patent medicine and one about mascots on their web site.
- Kids will love these and hopefully use these to get creative about their own research.
- Samples also show expectations and often raise the bar of level of professionalism and perhaps competition.
- **You** know your learners and if samples might inhibit creativity or create ‘cookie cutter’ type student projects, do not use them.

Why should I care ?

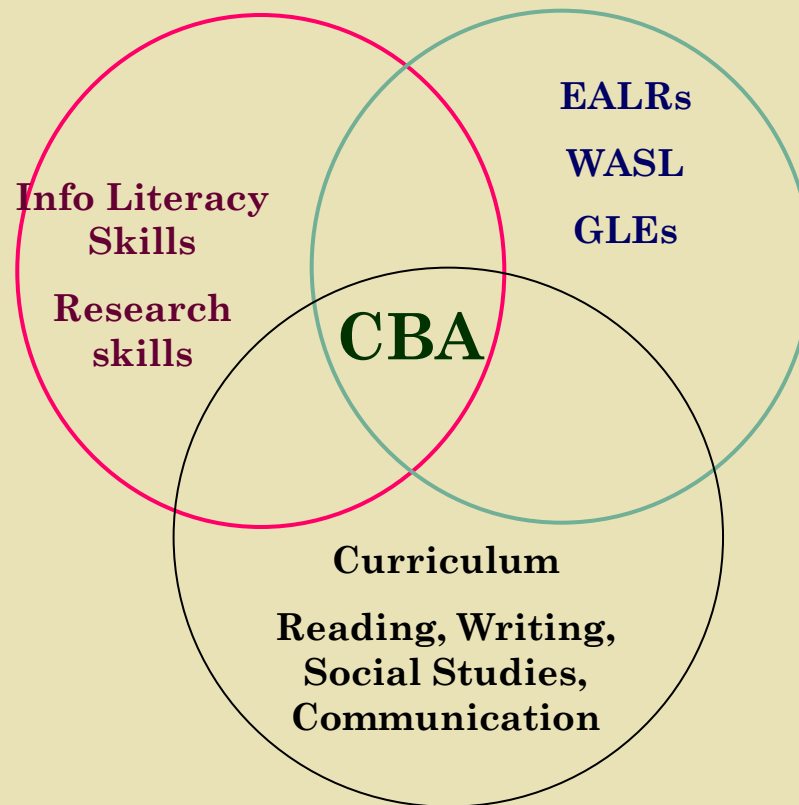
Students need training in:

- Web search skills
- Primary source research skills
- Note taking
- Citing sources
- Sorting, classifying and organization information
- Prioritizing information
- Presentation skills



Why should I care ?

It brings all of the pieces together !





What are Social Studies CBA's?

- OSPI website has all of the CBAs, which include:
 - CBA directions w/ rubrics
 - Sample Graphic Organizers
 - Scored sample papers

<http://www.k12.wa.us/assessment/WASL/SocialStudies/default.aspx>



What Can I Do About Them ?

Consult the OSPI and WLMA web-sites for more resources.

OSPI:

<http://www.k12.wa.us/assessment/WASL/SocialStudies/default.aspx>

WLMA:

<http://www.wlma.org/cbas/>

What are Social Studies CBA's?

K-12 Scope & Sequence for Social Studies CBAs				
<i>How can students demonstrate that they are ready to be engaged, informed citizens?</i>				
		Elementary	Middle School	High School
CIVICS	Public Issues	YOU DECIDE	CONSTITUTIONAL ISSUES	CONSTITUTIONAL ISSUES
	Government and Its Functions	RULE OF LAW	CHECKS & BALANCES	CHECKS & BALANCES
	International Relations	CONFLICT	INTERNATIONAL RELATIONS	US FOREIGN POLICY
ECONOMICS	Economic Factors	PEOPLE ON THE MOVE	INTERNATIONAL RELATIONS	YOU & THE ECONOMY
	Economic Systems	MEETING NEEDS & WANTS	MEETING NEEDS & WANTS	THE GOVERNMENT & THE ECONOMY
GEOGRAPHY	Human-Environmental Interactions	HUMANS & THE ENVIRONMENT	HUMANS & THE ENVIRONMENT	HUMANS & THE ENVIRONMENT
	Human Movement: Culture & the Environment	PEOPLE ON THE MOVE	PEOPLE ON THE MOVE	CULTURAL INTERACTIONS
HISTORY	Culture	CULTURAL CONTRIBUTIONS	CULTURAL COMPARISONS	CULTURAL INTERACTIONS
	Historical Research Project	HISTORY OF IDEAS	WHY HISTORY	TECHNOLOGY THROUGH THE AGES
	Historical Interpretation	DIG DEEP	ANALYZING PRIMARY SOURCES	ANALYZING SOURCES
	Integrated	CONFLICT	CONFLICT	CAUSES OF CONFLICT



Clark County Historical Museum

- Thank you to the staff at CCHM
- You have been so creative and worked so hard to make these resources available to us and our community (i.e. patent medicine, magnifying glass, lunches, cookies, parking passes, etc.)
- For me, this seminar made CCHM not so scary and intimidating even to a bunch of teachers who LOVE learning!