

Unit Title: Researching Local Waseca History
Grade Level: 8 ALC
Subject Area: Social Studies
Duration/Length/Number of class periods: 2 Weeks
Description: This unit is the first part of a larger unit. Students will be working with local business owners, the county auditor and assessor, the local historical society, and the local library. For this step, they will research and record the business history including owners and store names of a block downtown. In other units, they will create a digital model of a downtown district to share with the public through the internet and at the historical society.
<u>Established Goals</u> (National, State, Local): Minnesota Social Studies Standard: 8.3.1.2.1

What <u>Enduring Understandings</u> are desired? Students study local history to become involved citizens who feel ownership and responsibility of their community
What <u>Essential Questions</u> will be considered? These are the big questions that students should be able to answer at the end of the unit How can we be valuable members of our community and contribute to it? Place structures and personal history into the larger context of community and place.
Students will know / be able to: Use the tools needed to research a variety of information. Create and display digital media to share with others.

Description	<i>Units must include at least one of each formative, summative, introductory activity and learning activity. Check the appropriate box; one per row.</i>	Fo rm ati ve	Su m ati ve	Intr odu ctor y Acti vity	Lea rnin g Acti vity	Stu den t Tec hno log y Use d	Teac her Tech nolo gy Use d	ISTE Stan dard s
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Students are awarded badges for each completed entry into the database	X				X		6
Students will collaborate to build a digital model of the district in stages		X		X	X		6
Students will visit a local business or the historical society to learn about the history of the business and develop a relationship with others.			X				
Students will							

Materials, tools and resources: Will need access to Google Drive and ClassBadges.com. Students will use their individual school device to record information.
Unit Plan Author (name, school and optional email address or hyperlink to teacher's web page) Andrew McGuire, Waseca BlueJay Academy
Additional credit given to

NOTES:

The goal is to take a block or district from downtown Waseca and develop a database of information. We can do that through a shared Sheets table. Each address will have its own row. The information we collect about it will be in the columns. Addresses will change though. So how do i insure that one row will be sufficient per address? If they're in town, will they have range numbers or property numbers? Should the whole thing start with students interviewing business owners about what they know? Maybe build a collective, community between students and the businesses.

Can I begin it with something like Minecraft- quick and dirty and then transition to something precise and pretty? Or do I understand nothing about minecraft?

Tools that might be available:

Census
 Directories
 School yearbooks (For adds) ((Actually, I could check on this for Dalby. Look at the years we're missing first and copy out all the business adds))
 Auditor, assessor
 Plat maps
 Gazateer
 WCHS- They have to have more that isn't on my list.

I can use some kind of a game to award badges for filling in information about this. How can I automate that? Can there be a link to sheets that will award a badge elsewhere? This will mean that students might check all the easiest places first and then look for more obscure information. It will force them to interact with the primary sources and appropriately track those sources. So you only get a badge if you get the info and appropriately cite the whole necessary source.

Will this be done like once a week? Use this to track all the “what is going on here while other stuff is going on the nation.”

Can this eventually become something that is added on every year? Can we make a section of town in 1950 and next year other kids make another section that’s added to it?

Naturally, this will all be put up on line at the end of the year. We’ll post the database and the map. Can we make the map interactive so when you click on a building you can see a timeline of what was there? Will that be a way to see and catalogue Pictures and even stories? This would be an awesome way to get the school out of the school and the community in. If it looks nice, other teachers and kids and parents might check it out and in a way, give these kids some sense of accomplishment and worth that they might not gain in other surroundings. If its a success, maybe they’ll get the chance to share with others what they did in a workshop or conference.