

Directions for the Unit 3 Project: Living History Museum

During this unit, each student will select a historical figure from San Diego's history to portray for *The Living History Museum*. Refer to the *Bio-Sketches* (biographical-sketches) at the end of the unit. Rather than use the entire list of bio-sketches, you may wish to select other historical figures pertinent to your local neighborhood or community. Students may "perform" their **Living History** for parents, other classes, and community groups. So that student work developed during this unit can be displayed at the museum, *The Living History Museum* should be held following Lesson 4 or Lesson 5.

Provide students with the *Living History Museum* prompt. (Handout Unit Project #1, page 12.)

ASSESSMENT: Living History Museum

Prompt: Select an historical figure from San Diego's history to portray at the *Living History Museum*. Read the bio-sketch provided by your teacher and plan a simple oral presentation. The oral presentation should include:

- the person's name
- important dates in his/her life
- his/her contributions to San Diego's history
- any other historic information about the person's life.

Hint: Be sure to speak in the first person as if you are the person.

Rubric:

Indicator: Knowledge of Historically Accurate Content

Indicator: Supports the Topic with Accurate Details

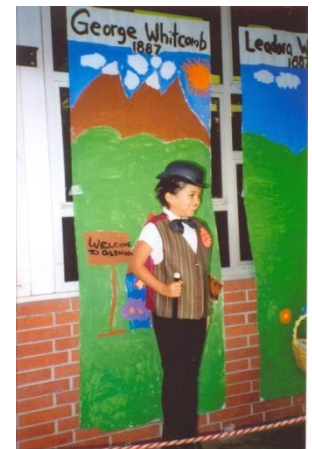
Recommended Correlation:

Indicator: Grade 3 Listening and Speaking Rubric



On the day of *The Living History Museum*, each student wears a simple costume that represents what the historic person may have worn in his or her work.

Use artifacts that would be associated with the historical figure; for example, John D. Spreckels may have a replica of a railroad time schedule or a photograph of Hotel Del Coronado; Kate Sessions may have some flowers or a map of Balboa Park; an early settler may have a copy of a map of Old Town; Alonzo Horton may have a photograph of Horton Plaza.



The student, role playing the historic person uses "first person" narration, recounts important dates in his/her life, his/her contributions to San Diego's history, and any other historic information about the person's life.

The Living History Museum will be more interesting and enjoyable if it reflects the cultural traditions of the community through the inclusion of music, special foods, and a display of the student’s artifact boxes completed during Lesson 1.

Suggestion: The museum may be used to begin an “Old Home Day” tradition in the neighborhood where those who attended the school or who have moved away from the area are encouraged to come back home for an annual festival.

The following lesson includes the steps for preparing *The Living History Museum*, the culminating project for the unit.

Activity #1 Using Sequence Words

For students, define “sequence” as the order in which events happen.

First	Next	Last
What happened first?	What happened next?	What happened last?

Words such as these provide sequence clues:

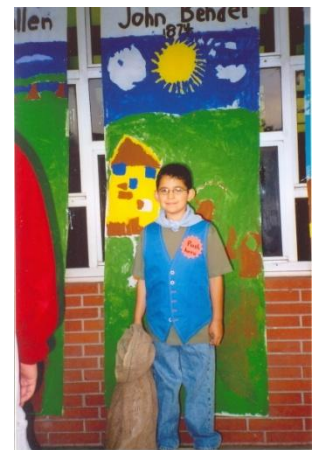
first	second	third	next
then	last	finally	after

Explain to students that events in an autobiography, or a person’s life story, are usually told in sequence. Ask students to list **three important events** that have happened to them in their life. Using at least three sequence words, have students write a short autobiography about their lives using their selected **three** important events. Remind students to describe the events in the proper order.

Activity#2 Preparing for an Oral Presentation

Have each student return to the bio-sketch he/she read during this unit. Using the bio-sketches, have each student write a simple oral speech using the first person “voice” of the individual he/she selected. Biographies should include the person’s name, important dates, contributions to the history of San Diego, and any other historic information about the person’s life. Students can use some of the sequence clue words, i.e., first, second, third, next, then, last, finally, and after, to connect the events together.

Ask students to think of any **artifacts (props)** that are associated with the historical figure. Several examples follow: John D. Spreckels may have a replica of a railroad time schedule or a photograph of Hotel Del Coronado; Kate Sessions may have some flowers or a map of Balboa Park; an early settler may have a copy of a map of Old Town; Alonzo Horton may have a photograph of Horton Plaza.



Preparing for the Oral Presentation

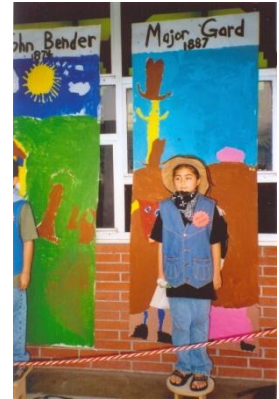
1. Gather and organize your information.
2. Make small note cards (with a few words that hint at your ideas) that you can refer to as you speak.
3. Review your notes to be sure you have the information you need.
4. Speak in the “first person” as if you are the person.
5. Include visuals such as props, artifacts or maps.
6. Practice your presentation out loud and if possible, in front of someone else.

7. Be sure to speak clearly and loudly enough.
8. Keep your listeners interested in your report by using facial expressions and hand movements.
9. Do not put your hands in your pockets while speaking.
10. Look at your audience while you speak, even if you are holding a prop.



Activity #3 Living History Museum

On the day of the **Living History Museum**, each student wears a simple costume that represents what the historic person may have worn while working. Or, students can make costumes using tag board with a hole for their face and their arms. Include an “Information Button” for museum visitors to push to activate each living history statue. The student, in the role of the historic person, uses the “first person” while speaking pretending to be the historic person.



Develop a brochure for your *Living History Museum*. Include the floor plan of the museum and a list of the exhibits. Additional information to include on the brochure follows:

Your Guide to *The Living History Museum* – where HISTORY comes to Life!
 There are 20 famous people statues to choose from while visiting the museum. Please be VERY GENTLE when you press the Information Button on each statue. The button starts a monologue by the statue as the statue comes alive and shares many interesting facts with you. For names of all the statues, refer to the museum’s floor plan and list of the exhibits.

Rules of *The Living History Museum*
 No eating or drinking when inside the museum.
 SOFT VOICES ONLY so everyone can enjoy the speeches.
 Gently press the Information Button on any statue.
 No running in the museum.



[*The Living History Museum* is based on the work of Lynda Lemon-Rush, Charter Oak School District and Rebecca Valbuena, Glendora School District.]

Living History Museum

Standard 3.3

Prompt: Select an historical figure from San Diego’s history to portray at the *Living History Museum*. Read the bio-sketch provided by your teacher and plan a simple oral presentation. The oral presentation should include:

- the person’s name
- important dates in his/her life
- his/her contributions to San Diego’s history
- any other historic information about the person’s life.

Hint: Be sure to speak in the first person as if you are the person.

INDICATORS	ADVANCED	PROFICIENT	BASIC	BELOW BASIC
KNOWLEDGE OF HISTORICALLY ACCURATE CONTENT	Student demonstrates an in-depth understanding of the historical content; all main ideas are supported by facts with no obvious inaccurate facts; contains substantial supportive evidence.	Student demonstrates a clear understanding of the historical content; all main ideas are supported by facts; contains no obvious inaccurate facts; has significant evidence.	Student demonstrates a limited understanding of the historical content; most main ideas are supported by facts, no obvious inaccurate facts; would be improved with more evidence.	Student demonstrates little understanding of the historical content; facts may be inaccurate; lacks supportive evidence.
SUPPORTS THE TOPIC WITH ACCURATE EXAMPLES	Student supports the topic with insightful historical and/or geographic examples.	Student supports the topic with several historical and/or geographic accurate examples.	Student supports the topic with limited historical and/or geographic examples.	Student has few or no historical and/or geographic examples.