

Documenting a Piece of History (English 1)

Created by Udoro Gatewood

Summary: In this lesson, students will be given the chance to build an understanding of the rich history of Texas, as well as teach tolerance for other cultural groups who may have negative stereotypes in today's world.

Objective:

- Students will discuss some components of a diary and journal before beginning their journey into the fictional TIDES life. **(ELA TEKS 14 A-D)**
- Students will use technology to research on the TIDES site, specifically the 1800's timeline in African American, Spanish American, and Mexican American sections. **(ELA TEKS 7 A; 8 A, B)**
- Students will use their newly found information to form a fictional/factual journal that spans the course of five days. **(ELA TEKS 4 B, C, D, E, F)**
- After collecting their data, students will begin and complete the writing process: Prewriting, Rough draft (followed by one day of teacher editing), and Final Draft. Students will present their final journal. **(ELA TEKS 1 A-C; 2 A-E; 3 A-D; 4 A, C, D, F; 5 A, B; 17 D; 18 A-B)**

Materials Needed:

- Computers/printers (classroom set or computer lab)
- Writing supplies
- Creative-Thinking caps ☺

Procedure:

This activity will give students the opportunity to view history through the eyes of another culture by “becoming” that culture in their writing. Students should think about what such a character would say, encounter, think, and feel. What would a typical week in this person's life be like? Once on the TIDES site, students will find an important date in history and build their journal around the specific events of that date. The dates of their choice must be factual and from the TIDES site and their creativity should be displayed through how they build their other fictional days around the specific date found.

For example – if the date in question is May 22, actual events must be relayed: “Today I was walking down the street, when I happened to find a crumpled piece of paper that was talking about someone receiving a slave!” the statement about receiving a slave actually occurred on May 22, 1809, but the student will also include fictional accounts of what happened on May 20, 21, 23 and 24.

After the students have collected the necessary data, they may begin the writing process. Each entry should be one page long. They must have creative stories for each day in their journal. Due to the lack of time and the many entries, students may choose which entry they would like for a close teacher editing. They will then take the teacher's advice and their notes to edit the rest of their entries before proceeding on to their final draft.

After their journals are complete and decorated to their liking, the students will present their entries to the class. While presenting, they must point out the TIDES information they used. Students must know the importance of the date; creativity should be present visually, both in their delivery and their writing.

** Modify this lesson as needed. Please allow Special Education students to receive help as needed (Content Mastery). ESL students must also have more time to work (sheltered classes if applicable). Instructors, you know your students best!