

Community Civics through Historical Inquiry

Public History Project

Name	Kimberly Stevenson
School	Todd County Middle School
Community Partner	Gary Violette
Community Partner's Organization	Historic Todd County Inc.
Projected Dates	8-19-24 through 2-28-25
Title	Todd County Tree
Overview	Students will be investigating their own genealogy and family ties to Todd County. They will not only see where they and their families fit in, but how their contributions to Todd County have shaped it to be what it is today and help students feel a sense of place within the history and future of our community. Foster/migrant students will be given an option to complete an alternate project about a person or place in Todd County, OR creating an A/V component for all projects if they do choose.
Essential or Investigative Question	Who is Todd County and how does our county's story impact and shape the history of those around us?
Audience	Community
Grant Goals	<ul style="list-style-type: none"> <input type="checkbox"/> What is rural America? <input type="checkbox"/> How have rural places shaped the history of the nation? <input type="checkbox"/> How has our geographic, social, economic, and political landscape changed over time? <input type="checkbox"/> What different perspectives are there on those changes and on the benefits and costs of those changes?
Student Objectives	<ul style="list-style-type: none"> <input type="checkbox"/> Investigate local and regional histories deeply. <input type="checkbox"/> Connect own histories to the larger human experience.
Implementation	<p>State standards that apply to your project and where this will fit into your curricular map.</p> <p>Questioning, Investigation, Using Evidence, and Communicating Conclusions Standards</p> <p>8.C.KGO.1 Examine the role of Kentucky and Kentuckians within national politics between 1792-1877.</p> <p>8.E.MA.2 Assess how regions of the United States specialized based on supply and demand due to their geographic locations.</p>

	<p>8.E.IC.2 Assess the impact of growth and expansion on the allocation of resources and economic incentives.</p> <p>8.E.KE.2 Explain how the availability of resources in Kentucky led people to make economic choices from the Colonial Era to Reconstruction from 1600-1877.</p> <p>8.G.MM.1 Interpret how political, environmental, social and economic factors led to both forced and voluntary migration in the United States from the Colonial Era to Reconstruction from 1600-1877.</p> <p>8.G.HI.1 Explain how global interconnections impacted culture, land use and trade in the United States during Colonial Era through Reconstruction from 1600-1877.</p> <p>8.G.HE.1 Analyze how cultural and technological changes influenced how people interacted with their environments in the United States from the Colonial Era to Reconstruction from 1600- 1877.</p> <p>8.G.GR.1 Use maps and other geographic representations, geospatial technologies, and spatial thinking to analyze settlement patterns in the United States from the Colonial Era to Reconstruction from 1600-1877.</p> <p>8.G.KGE.1 Analyze Kentucky’s role in the early nation through Reconstruction based on its physical geography and location.</p> <p>8.H.CH.2 Analyze how social and ideological philosophies impacted various movements in the United States from the Colonial Era to Reconstruction from 1600-1877. 8.H.CH.3 Explain how political, social and economic perspectives in the United States led to the rise in sectionalism between 1840-1860. 8.H.CH.4 Evaluate the impact technological innovations made on agriculture, trade and commerce in the years leading up to the Civil War between 1840-1860. 8.H.CH.5 Explain examples of political, geographic, social and economic changes and consistencies in the different regions of the United States between 1860-1877.</p> <p>8.H.CE.1 Analyze how the political, geographic, social and economic choices of the Colonial Era impacted the Revolutionary Period and Early Republic Period.</p> <p>8.H.CE.2 Analyze the cause and effect of Westward Expansion, the Civil War and Reconstruction on the diverse populations of the United States.</p> <p>8.H.CO.3 Analyze how economic, social, ideological and political changes led to sectional and national tensions, inspiring reform movements between 1840-1860.</p> <p>8.H.CO.4 Explain how sectionalism and the institution of slavery within the United States led to conflicts between 1820-1877.</p> <p>8.H.KH.1 Articulate Kentucky’s role in early American history from the earliest colonial settlement to 1877. 8.H.KH.2 Examine patterns of collaboration and conflict between immigrants to Kentucky and those already in residence from 1775 to 1877.</p>
<p>LOC Resources & TPS Album</p>	<p>LOC Resources: Oral History https://www.loc.gov/item/afccal000248/ Image: https://www.loc.gov/item/2017671543/ Census Records: https://guides.loc.gov/census-connections</p>
<p>Procedures</p>	<ol style="list-style-type: none"> 1) Start with vocabulary (what is a community? Who is your community? Oral History, Artifacts, primary/secondary sources, exhibit, genealogy. Etc. 2) bingo activity - get parents remembering/involved 3) Virtual community “walk” (historical markers, different little communities within our county, etc. created by me) 4) Utilize interactive map, assign them a place based on where they live in the county. http://vioarc.com/toddcountymap.htm

	<ul style="list-style-type: none"> 5) Family questioning 6) Conduct oral histories/video histories (at home or scheduled at school/courthouse) *with releases 7) Artifact/visual donations to project from community 8) Students create a project from the choice board: create a virtual or physical map based on family ties in county, curate artifacts based on family ties in county, create a video history or oral history in a digital format (with transcript), create a podcast about Todd County History OR physical exhibit based on a historical person or place within Todd County 10) Projects are exhibited in Courthouse/Library Archives/School
Assessment/Final Culminating Product	A Family Tree/History of people of Todd County in a digital format that is student created as well as use of any photographs or donated artifacts at the Todd County Historical Society.
Reflection	Students will reflect on their projects by being asked to write about/make a short video/discuss with classmates what they learned/are proud of about their families and our county, as well as how they feel about their community after the process.