

Youth and Local History

Community Objective(s)

To establish an academic collaboration that will help teach elementary children about their local history.

Background

Children, oftentimes, grow up in a geographical area that is rich in history, but move from grade to grade learning state history, with little knowledge of the history of their own area. This is the situation that prompted the DuPont High School Community Service students to form collaboration with the Malden Elementary fifth graders. Together, they asked the community service students from the University of Charleston to help them research the history of Malden, West Virginia, known for its history of the salt industry, and the home of Booker T. Washington.

After planning and preparation, the identified students boarded buses each Tuesday and Thursday and traveled to college libraries and Internet labs. The fifth graders interpreted the research they collected and these children published a booklet. During the following school year, the high school, college and elementary students worked together learning more about their area.

Challenged Student Conditions

~Physically challenged elementary, senior high and college students can be service providers and receivers in the local history project by:

- ~Including them in the planning
- ~Insuring that all physical facilities are accessible
- ~Recruiting them to be part of the project and
- ~Having them plan how they can relate to each of the academic age groups

Educationally challenged students can be service providers and receivers in this local history project by:

- ~Having them plan how to assist students that are less skilled
- ~Making this a project that provides many opportunities to teach and enhance high and low technology skills by having students use computers, Internet, make copies, write letters, record information and use media equipment

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Resources

- ~A geographical location rich in history that is also enjoyable for children
- ~At least three academic levels to participate
- ~Funding
- ~Facilities for doing research such as college library, Internet, local historians
- ~A historical building adaptable for classroom setting

Timeline

September - October

- ~Identify collaboration and make all necessary preparations

October December

- ~Collaborate research area history near elementary school

December

- ~Celebrate in a historical building in the area (in this case the Norton House in Malden, WV)

January May

- ~Elementary children write booklets from researched material

May

- ~Booklet goes to print and then sent to legislatures and political dignitaries
- ~Booklet is also sold in Malden, WV Visitors Center at Cabin Creek Quilts.

September December

- ~Plan for a new group of collaborators from DuPont High School, University of Charleston, and Malden Elementary School.

January March

- ~The new researched local history is written in lesson form by the college students. They traveled each week to the elementary students to teach.
- ~Each lesson begins with a reflection of the last week's activity.

March

- ~Celebrate and present the last lesson.
- ~Have the replica of Booker T. Washington's boyhood home serve as a classroom for this lesson and final celebration. The college students had the elementary students construct a replica of a Malden historical building that they had studied using popsicle sticks. These were placed in the proper location on a large map of Malden, WV.

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~The college student teachers hand painted a white bed sheet representing Malden and placed it on the floor for the children to place their buildings in the proper location. It was a very creative and memorable experience for the entire collaboration.

Reflection

- ~Photo journals were kept
- ~Students shared thoughts and evaluation of the project daily
- ~All three levels communicated and shared ideas and fellowship

Celebration

- ~Arrange a special party celebration
- ~College campus newspaper covered the project
- ~Local media was contacted to cover the final event and progress of the project
- ~Kanawha County schools media covered the event
- ~Acknowledgements were made for all participants in the project

Academic Objectives

WV IGOs

Civics

- ~Identify students' state, town, and address (WV.1)
- ~Identify state symbol, capitol, and the Governor, celebrations and holidays, famous West Virginians (WV .2)
- ~Recite the State Motto and State Song (WV.3)
- ~Given a local problem, propose solutions and investigate opportunities for public volunteerism (WV.6)

Economics

- ~Identify the major occupations of people in the private and public sectors of WV (WV.7)
- ~Identify the effect of natural resources and geographic features upon the economic development of counties and state (WV.8)

Geography

- ~Locate WV on a USA map and identify bordering states (WV.9)
- ~Locate and describe the four geographical regions of WV (WV.11)
- ~Describe WV climate and weather (WV. 12)

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- ~Explain the effect of geography on the expansion and development of WV (WV.14)
- ~Compare and contrast lifestyles of WV of yesterday and today (WV.17)

Contact Information

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