Lesson Plan:  
Exploring Bethalto History 1950-1980  
High School Social Studies  
Mini-Unit / 3 classes

Essential Question: How does the local history of Madison County speak to the larger narrative of exploring Bethalto history 1950-1980

Illinois State Learning Standards:
SS.IS.4.9-12: Gather and evaluate information from multiple sources while considering the origin, credibility, point of view, authority, structure, context, and corroborative value of the sources.
SS.IS.8.9-12: Use interdisciplinary lenses to analyze the causes and effects of and identify solutions to local, regional, or global concerns.

Materials Used:
➔ Student generated artifacts
➔ Madison County Historical Encyclopedia & Archive
➔ Scavenger hunt worksheet,

Students Will Be Able To:
- Understand and participate in the digital archiving process
- Analyze the historical significance of individual artifacts
- Analyze Bethalto’s historical role in the larger national narrative of Cold War history
- Synthesize information texts and artifacts into a concise written narrative

Students Will Demonstrate These Skills By:
- Scanning objects, writing metadata, and conducting oral histories
- Synthesizing historical knowledge and applying it in an archival setting

Procedures:  
Day 1: Introduction of Student Menu

Pre-Planning:
1. Educators should familiarize themselves with Madison Historical and its encyclopedia and archive.
2. Educators should identify (for the purpose of this lesson) the local history associated with their town/coordinating district [Click here for a shortcut scroll down to the interactive map and click on your town]
1. Students will be introduced to the history and significance of Madison Historical and its applications through a visual overview of the website (to be seen on a projector).

2. Students will meet the historical team from Madison County Encyclopedia & Archive and be given a summary of the project they will be engaging in over the next three days.

3. Students will complete the Scavenger Hunt worksheet that investigates different facets of the Madison Historical website. Instructors will go over the answers for the worksheet utilizing a “call and response” methodology.

Class Activities:

1. PowerPoint Lecture on the history of Bethalto in the 1950s to generate student interest
   a. PowerPoint will vary depending on the district
   b. PowerPoint will assess prior knowledge and provide a general overview of Bethalto’s local history in the context of a national narrative
   c. PowerPoint will conclude with intended project explanations
2. Historical Team will distribute a handout and field any questions about the intended expectations for the desired outcome.
3. Instructors will then demonstrate and provide exemplars of both oral histories and artifacts from the Madison Historical website so that students can mirror what is expected from their work.
   a. A great example of an artifact with metadata is:
      ★ After students are shown the artifact, have students think-pair-share the following questions:
         i. Ask students what is a good / bad artifact?
         ii. What do you need with the artifact? (metadata)
         iii. How does that artifact fit into the larger national narrative?
   b. A great example of an oral history with metadata and transcription is:
      ★ After students listen to a clip, have the students think-pair-share the following questions:
         i. What makes this a good / bad oral history?
         ii. What do you need in order to conduct an oral history?
         iii. How does this oral history fit into the larger national narrative?

Closure:

1. Explain to students that their artifacts and oral histories will be contributed to the Madison Historical website
2. Exit Ticket: Name, choice of project, why?
i. If students select artifact, they are to tell what the object / material is and bring it with them to the next class.

ii. If students select oral history, they are to tell who they would be able to interview by Friday.

iii. Students should be able to justify why the artifact / oral history is relevant not only to Madison County, but also the national dialectic discourse of the Cold War.

**Homework:**

- Artifact: They must bring in an artifact by tomorrow, and a small researched paragraph behind why they chose the artifact and how it speaks to both a local / national narrative.

- Oral History: Bring in who you are going to interview, 2 questions you want to ask, contact information for that person / release form / recording device and headphones for the next class.
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Procedures: Day 2: Artifacts & Conducting Oral Histories Detail

Pre-Planning:
1. Educators should familiarize themselves with the ways in which Madison Historical displays artifacts within their repository.
2. Educators should familiarize themselves with metadata. Madison Historical utilizes Dublin Core. The linked worksheet can help understand the way in which Madison Historical classifies objects and oral histories.

3. Educators can collaborate with Madison Historical about the necessary materials needed for item scanning, i.e. mobile scanning unit, camera, etc.

Introduction/Do Now:

1. Using the software Poll Everywhere students will generate a word world of some of the things that they have learned from their research, teacher will check that students have completed their homework; addressing any issues that might have occurred about the artifacts / oral history

2. Teachers will debrief with students about their answers, and then tell students to go to their respective “group” within the classroom based on their selection of the project.

Class Activities:

1. Students will be divided into two groups “Oral History Participants” / “Artifact Participants”

2. Once in their groups, students will follow the set of procedures that adheres to their respective group

Oral History Participants:

1. Teacher will ask students to write their two questions that they did for homework on the board.

2. Students will then rank the questions in order of how they should be asked in their own interviews

3. Students will then generate a master list of questions that will be asked at their interview. Teacher should compile those questions with students into one google doc that can be shared for their interview.

4. Students should then compile a small set of questions that they would like to ask each other about this project, as well as on the history of Bethalto (3-4 questions maximum)

5. Students will then be paired off in teams to answer each other’s oral history questions, so that they learn about the proper feedback and ways to conduct an oral history.

Artifact Participants:

1. Teacher will ask students to take out their artifacts they have brought into the classroom to have them scanned by the mobile scanning unit.

2. Before scanning, teachers will go over with their students the importance of logging correct metadata information for each item scanned. Teachers should familiarize themselves with the worksheet prior to distribution, so that they may answer any questions that students may have.

3. Before scanning in their items, students must complete a metadata worksheet for the artifact. A generated worksheet for students can be found here.
4. Students should work with a partner in checking over the metadata worksheets before handing them in along with their artifact.

Closure:
1. Students will regroup as a class and answer the following question for the exit ticket:
   “Top three things that you took away from today’s class in your groups.”

Homework:
1. **Oral history participants** must have the interview conducted by the next class meeting
2. **Artifact participants** must write a 250-500 word composition on the significance of their artifact’s history within the larger framework of American History. Students must use at least 2 outside sources for citation.

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Procedures:  

Projects

Do Now:
1. Students will get into their designated groups based on their project choice (oral history / artifact group)

Class Activities:

Oral Histories:
1. Students will have uploaded and transcribed their oral history onto a platform (i.e. Google Drive, etc.)
2. Students will swap their oral histories with another student so that they can be audit checked.
a. Students will listen to the oral histories that they are given and make sure that they are typed
correctly as well as formatted and checked for spelling, structural, and any other errors within the
interview.

3. Students will generate metadata for the oral history that they have listened to, as well as provide a brief
summary of the interview for the website.

4. Once completed, students will then ask each other (and record) about their favorite part of the process.
(Oral interviews will then be uploaded and shared to the website) [Optional]

Artifact Participants:

1. Students will have completed the homework assignment about their artifact. They are to take it out and
place it on their desk.

2. Teacher will collect their articles and then distribute the Essay Peer Edit worksheet.

3. Teacher will go over the Peer Edit worksheet and ask any questions that the students may generate about
the revision process.

4. Students will then receive another student’s paper and edit the article for publication to the Madison
Historical Website.

5. Once completed they will turn in the revised copies for teacher approval.

Closure:

1. Students will share with their classmates what they brought in / what their oral history was about and
relate it back to the larger theme of Bethalto’s narrative within the national framework of history.

2. (optional) Exit Ticket: Would you want a career as a digital historian?
Materials: [by Wednesday]
- Powerpoint
- Checklist of requirements for artifact / oral history
- Filling out a metadata worksheet for their object