

LIVING MEMORIES

Grades K-8

A Post-Visit Activity

OBJECTIVES:

- To investigate and document family history.
- To recognize the important part that history plays in our lives.
- To practice writing stories about people.

MEETS THE FOLLOWING SUNSHINE STATE STANDARDS:

SOCIAL STUDIES

Strand A: *Time, Continuity, and Change [History]*

Standard 1: *The student understands historical chronology and the historical perspective*

Benchmark SS.A.1.1.3 The student knows a family history through two or three generations. (K-2)

Benchmark SS.A.2.2.3 The student understands various aspects of family life, structures, and roles in different cultures and in many ways. (3-5)

LANGUAGE ARTS

Strand B: *Writing*

Standard 2: *The student writes to communicate ideas and information effectively*

Benchmark LA.B.2.1.1 The student writes questions and observations about familiar topics, stories, or new experiences. (K-2)

Benchmark LA.B.2.2.1 The student writes notes, comments, and observations that reflect comprehension of content and experiences from a variety of media. (3-5)

MATERIALS:

Paper and pencil to record an interview
Tape recorder (if possible)

ACTIVITIES:

1. After returning from the History Center, discuss with the class important ideas that they learned about our local history.
2. Discuss the word “**oral**,” and how a lot of important history has been handed down from one generation to the next.
3. Ask if anyone already knows of a good story one of their relatives told them about the past.
4. Explain to the students that they’re going to be asked to complete a very important task. Demonstrate to the class how history begins with living memories by sharing with them the story of how your family arrived in Central Florida.
5. First, each student will need to think of a relative to interview. (Parents, Grandparents, Aunts, Uncles, etc.)
6. They will then need to think of the questions they would like to ask and arrange for a special time to sit down with their relative to record their living memories.
7. The students’ main goal will be to discover their family’s history in Central Florida.
8. You may want the class to brainstorm some good questions. They might include:

When did their family first arrive in Central Florida?
Why did they move here?
Where did they come from?
What was it like when they first moved here?
What is their favorite thing about living here?
What was the most exciting day they remember while living in Central Florida?
Do you have any good stories about living in Central Florida?
9. If possible, the students may want to record the interview and they may need some help recording the answers.
10. The students can also illustrate portions of the histories they collect.

11. Before presenting the memories, the students should have the person they interviewed check the information to make sure everything is correct
12. When the students complete their interview, they use the information to create a story. They can share these important living memories with the class in story form, passing along the oral tradition.

EXTENSIONS:

1. Videotape the presentations and share them with other classes.
2. Invite the family members who were interviewed to come in for a special heritage celebration involving the Celebration of Central Florida.
3. Turn the most lively and interesting stories into plays and have various class members act them out.

RESOURCES:

Websites

<http://www.cyndislist.com/kids.htm>

<http://www.oralhistory.org.uk/advice/>

<http://memory.loc.gov/learn/lessons/oralhist/ohhome.html>

<http://historymatters.gmu.edu/mse/oral/>

http://edsitement.neh.gov/view_lesson_plan.asp?id=406