

TEACHING BURIED HISTORY

Social Studies Lesson

GUIDING QUESTION:

How do local cemeteries reflect the history and impact of individuals in a community?

OVERVIEW:

- ◆ Students will explore a local cemetery and select a gravesite of their choosing to investigate.
- ◆ Students will utilize the provided resources to create a snapshot of the life of the chosen gravesite.
- ◆ Upon completion of research, students will memorialize their individual by writing and delivering a eulogy.

OBJECTIVES:

At the conclusion of this lesson students will be able to

- ◆ Utilize multiple sources and create a summary of research to create a narrative.
- ◆ Evaluate gravesite information to provide historical context for the deceased.

ILLINOIS Social Science Standards

MISSOURI Social Studies Standards

<p>Determining Helpful Sources <i>SS.IS.3.9-12:</i> Develop new supporting and essential questions through investigations, collaboration, and using diverse sources.</p> <p>Gathering and Evaluating Sources <i>SS.IS.4.9-12:</i> Gather and evaluate information from multiple sources while considering the origin, credibility, point of view, authority, structure, context, and corroborative value of the sources.</p> <p>Developing Claims and Using Evidence <i>SS.IS.5.9-12:</i> Identify evidence that draws information from multiple sources to revise or strengthen claims.</p> <p>Communicating Conclusions <i>SS.IS.6.9-12:</i> Construct and evaluate explanations and arguments using multiple sources and relevant, verified information.</p> <p>Critiquing Conclusions <i>SS.IS.7.9-12:</i> Articulate explanations and arguments to a targeted audience in diverse settings.</p>	<p><i>History: Continuity and Change:</i></p> <p>9-12.GV.1.CC.B: <i>Explain connections between historical context and peoples' perspectives at a time.</i></p> <p>9-12.GV.1.CC.C: <i>Develop a research plan, identify appropriate resources for investigating social studies topics, and create and present a research product that applies an aspect of government to a contemporary issue.</i></p>
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PROCEDURE:

ACTIVITY ONE

Background knowledge (15 minutes)

Ask students what they know about local history including but not limited to:

- ◆ major events that have occurred in the area
- ◆ influential families, politicians, business people, etc.
- ◆ how national or world events had an impact on their local community

The discussion of local history can be from any time period however, keep in mind that the cemetery will be the origin of their research. Therefore, earlier time periods will most likely yield better research results.

ACTIVITY TWO

Cemetery exploration (45 minutes)

Teachers can choose to bring their class on a field trip to a local cemetery or ask students to independently explore a cemetery of their choosing. While in the cemetery, students should explore and look for any gravesites that catch their attention. Specific criteria for gravesite selection can be determined by teacher or students depending on the course. Students might be drawn to a gravesite for any number of reasons.

Some examples might include:

- ◆ a familiar name on the gravestone
- ◆ a gravestone that catches their eye
- ◆ the time period in which the deceased was born/lived/died

Students should gather any and all information they can from the cemetery visit making note of all details the gravesite offers.

ACTIVITY THREE

Discussion (15 minutes)

After exploring the cemetery and choosing an individual to research, the teacher can lead a class discussion about their findings.

Students can share the name of the individual they will be focusing on and why they chose that person. Students can also share their general observations about the cemetery and ask any questions they might have about what they saw.

ACTIVITY FOUR

Research

Students will complete the Buried History Student Guide to gather the necessary information to write a eulogy to memorialize their subject.

Teachers should give the students appropriate time to conduct research on their chosen individual. Students will likely need guidance on how to access local history records such as census reports and any other local history documents and resources that their local libraries offer. Some useful resources to explore are: Ancestry.com, fold3.com, and familysearch.org.

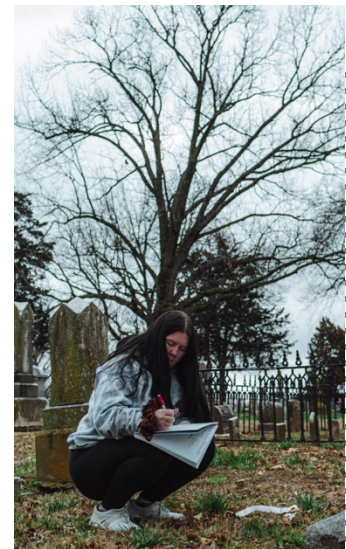
MATERIALS NEEDED:

1. Gravestone Motif Glossary (provided)
2. Background Essay (provided)
3. [Buried History Student Guide](#) (provided)
4. Computer or technological device with internet access

ASSESSMENT:

Students will write and deliver a eulogy to honor their chosen person:

- ◆ Use the Buried History Student Guide to evaluate the information about the student's selected individual.
- ◆ Write a eulogy highlighting the accomplishments of the person's life. Include some or all of these:
 - Family background
 - Education Career
 - Personal achievements
 - Connections and impact to community
 - Cause of death
- ◆ Each student will deliver their eulogy to the class. This can be a live presentation or can be recorded and uploaded onto www.flipgrid.com depending on time available. If utilizing flipgrid, students will watch each other's eulogies at home.



**LESSON EXTENSIONS AND ASSESSMENT
ALTERNATIVES:**

- Students will dig deeper into research and locate photos of the deceased person as well as people or events of their lives. Create a video memorial/slideshow.
- Students will write an obituary for their chosen subject.
- Create a timeline in your classroom of the chosen subjects and analyze and identify historical trends that impacted the local community.

TEACHER NOTES:

