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Making Social Studies Happen With Standards

Marilyn Kretzer, Writer
Marlene Slobin, Writer

Kerry Gordonson, Editor
Dr. Aaron Willis, Project Coordinator
Shoshana Muhammad, Editorial Assistant

Social Studies School Service
10200 Jefferson Blvd., P.O. Box 802
Culver City, CA 90232
<http://socialstudies.com>
access@socialstudies.com
(800) 421-4246

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10200 Jefferson Blvd., P.O. Box 802
Culver City, CA 90232
United States of America

(310) 839-2436
(800) 421-4246

Fax: (800) 944-5432
Fax: (310) 839-2249

<http://socialstudies.com>
access@socialstudies.com

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Dedication

To our students who have inspired us to make history happen each day in our classrooms: You have taken up our challenge to be creative, innovative, and to develop a love of learning history. We demanded the very best from you! Your results have been amazing.

To our friends, in and out of teaching, who have always supported our unique personalities and eccentric ideas: We appreciate your love and friendship.

To our principals and districts who have encouraged us to grow as teachers and share our expertise with others: We thank you for allowing us to become our very best as educators.

To our families: Frank, Seth, and Jessica Kretzer; Lester, Scott, Todd and Stephanie Slobin. You have provided us with our greatest inspiration, allowed us to share our lives with hundreds of students, encouraged us to share our love of teaching and students with others, and taken pride in all we have done. You will never know the extent of our love and gratitude. Our lives are so fulfilled! We are thrilled that Jessica is carrying this love of teaching to the next generation of students in her classroom.

TEACHING STRATEGIES

STRATEGY	WHAT	WHY	HOW
Brainstorming	Free association technique to generate ideas; problem-solving tool	Encourages diversity of ideas; uses imagination; allows abundant participation; helps create a base for further knowledge/ideas	Present problem; give students time to reflect; accept all responses non-judgmentally; set time limits; be informal
Discovery/Inquiry	Students investigate a topic and draw conclusions based on their observations; teacher-guided or self-directed	Students “learn how to learn”; allows participants to analyze problems and make decisions; encourages higher-level learning	Present students with a problem or topic; have them gather data, organize information, verify expectations, explain discrepancies, and assess problem-solving strategies
Discussion/Debate	Students look at many different sides of an issue	Offers structured discussion of a controversial issue; allows students to examine arguments from different points of view; helps students analyze their own ideas	Decide what questions need to be resolved; direct student research; set a time limit for the discussion/debate; at the conclusion, involve the entire class in a discussion of the debate
Inner/Outer Circle	Discussion/Observation technique	Involves students in the development of listening and critical-thinking skills; allows students to discuss a variety of ideas without being criticized	Arrange students in two concentric circles facing one another; give entire class a specific topic to discuss; inner circle students discuss the topic as outer circle students observe; after a set period of time, students switch positions; students in outer circle are not allowed to speak; afterwards, students can discuss what they have learned from the exercise

STRATEGY	WHAT	WHY	HOW
Panel	Students conduct research and present their findings to the class	Gives students practice in research methods, organizing their thoughts, and presenting material; fosters responsibility and cooperation among team members	Help students select a topic; direct panel members in their research; establish guidelines for the presentation; involve the entire class in discussion of the presentation
Problem-Solving Mini-Group Discussion	Students discuss a particular problem, issue, or situation, and contribute to a whole-group solution/presentation.	Allows students to feel that they are all contributing to a viable solution to an issue and that all ideas are worthwhile	Divide students into groups of three or four; present each group with a different problem or situation related to the main topic; have students discuss the problem, support a solution with facts, and present the solution to the class
Round Robin	Structured discussion with a specified sequence of student participation	Allows all students to participate; encourages attentive listening and reflection	Identify topic; assign a rotation sequence; moderate the discussion, prompting students as necessary
Whole Class	Informal discussion involving the entire class or groups within the class	Involves more students in a balanced examination of topics or concepts	Ask questions, clarify student comments, and make tentative summaries to help students achieve a deeper understanding of the topic
Jigsaw	Each student or group of students becomes experts on one part of the material being studied	Allows students to concentrate on a smaller amount of material; students are responsible for teaching information to the class; especially beneficial for slower students; helps cover reading material in a shorter period of time	Student or small group of students is assigned a small portion of text to read, discuss, and present to the class

STRATEGY	WHAT	WHY	HOW
Questioning/Recall	Students restate information in their own words	Clarifies and expands concepts; gives specific direction to students' thinking	Decide on purpose and structure of questioning in advance; allow adequate time for students to respond; give hints or restate the question if necessary; be concise; let students extend answers by adding more explanation; avoid negative criticism; vary the difficulty of questions used
Critical	Encourages students to speculate, evaluate concepts, and synthesize new ideas	Stimulates analytical thought; encourages new appreciation and attitudes; increases student sensitivity to objects and events; encourages the application of a concept; broadens students' knowledge	
Reciprocal Teaching	Teacher and students exchange roles	Provides an opportunity for the teacher to model strategies and for students to demonstrate how well they can employ these strategies; increases student comprehension of a topic	Take turns with students in leading the presentation; generate questions, clarify concepts, summarize, and make predictions
Reflection	Students use a set period of time to reexamine and analyze what they have learned	Encourages higher-level thinking and assimilation of knowledge; gets students to think more in-depth about the learning process	Plan a quiet time for contemplation; let students know what you want them to accomplish during the reflection period; diary and/or journal writing is an excellent reflective activity

STRATEGY	WHAT	WHY	HOW
Role-Playing	Students portray a situation or condition outside their everyday experiences	Explores feelings, attitudes, and values; portrays subject matter from different angles; encourages creativity.	Lay out the scenario in detail; clearly define roles and situations; begin the activity; allow time afterward for reflection; lead a discussion and evaluation session for students to express their observations, attitudes, and feelings
Simulations	Students engage in real-life situations through a symbolic model of an actual or hypothetical process	Students learn and practice new behavior, analyze problems, make decisions, and see that actions have consequences	Orient and train participants before the simulation and discuss it with them afterwards
Webbing	Students brainstorm in order to come up with ideas and produce a written plan of action	Helps students organize their thoughts and lead them to find connections between ideas	Focus on a central topic or question; elicit ideas by brainstorming; related topics or questions will branch out, or “web” from the central topic; draw the web on the board or overhead
Wordsplash	Students generate words and/or pictures in order to identify critical attributes of a topic or concept	Provides a lead-in to other strategies (such as graphic organizers) and helps students associate words and ideas with a topic; can be used to check for understanding or as an assessment exercise	Provide the class with a word, topic, or concept; have students write words and/or draw pictures which demonstrate what they know about the topic; encourage students to “splash” words on the paper; they should focus on broad concepts and shouldn’t worry about writing everything in complete sentences; can be done individually, in teams, or as a large-group activity

TECHNOLOGY TIPS

As teachers, we confront the enormous challenge of ensuring that our students have the skills necessary to cope with the future. New types of teaching and learning are required to prepare our students for life in the 21st century—especially when it comes to technology. The ever-changing speed of technology can be daunting. Some futurists have predicted that many technologies that will be part of everyday life 20 or 30 years from now have yet to be invented—or even conceptualized. As educators, we must develop our ability to investigate, examine, communicate, and appraise information in this new age of technology, while also taking into account the differing learning styles of individual students.

Our goal is to provide you, the teacher, with “Technology Tips” and ideas that will help you enter this new age. Changes in teaching philosophy are rapidly taking place; the computer is no longer seen as a glorified typewriter but as a valuable instructional tool. Creative use of computers contributes to maximum student productivity in the classroom. When we properly integrate technology and curriculum, learning becomes more student-centered.

As the world changes around us, education must keep pace in order to prepare students for life in a high-tech society. Almost all schools these days have Internet connections, either in computer labs or increasingly in individual classrooms. Change can be scary, but it’s also dynamic. Teachers need to be open-minded and not only accept new technologies, but also find ways to effectively integrate these technologies with traditional teaching methods and curriculum.

In many cases, technological problems and questions can surpass a teacher’s expertise; at this point, teachers also need to become learners. Many students are highly computer-literate and will be willing to share their expertise. Teachers must be patient with themselves and with their students. Positive attitudes produce contagious enthusiasm.

PLAN FOR SUCCESS:

- Plan, plan, plan. Teachers don't plan to fail—they fail to plan.
- Make sure students have adequate time to complete any technology-based activity.
- Anticipate some chaos and confusion.
- Don't be afraid to use trial and error.
- Expect a “learn as you go” approach the first several times.
- Guide students rather than imparting information to them; remember, this type of learning should be “student-centered”.
- Check out the Web sites your students will use for an activity. Keep a record, if possible, of all the Web sites you and your students have visited. Use the Web site evaluation form in this book as a guide for future lessons.

WEB SITE EVALUATION FORM

Web Site Title: _____

URL/ Address: _____

Topic: _____

Subject: _____

Range of grade-level appropriateness: _____

Is this site appropriate for classroom use? _____ yes _____ no

Are the links appropriate for classroom use? _____ yes _____ no

How quickly or slowly does this site load?

_____ very quickly _____ somewhat quickly _____ slowly _____ very slowly

Comments:

Activity/Lesson Ideas:

HELPFUL HINTS

WHEN USING THE COMPUTER FOR INSTRUCTION

These may be modified based on the availability of computers in your building or classroom.

- Include computer disks on your school supply list. Students should save their work to a disk instead of on a computer's hard drive, so each student needs his or her own disk. Two disks would be even better: students can then have a primary disk along with a backup disk.
- Younger students may often have poor keyboard skills, which will prevent them from finishing their work in the time allotted. Individual disks for each student also come in handy here since they allow students to save their work and return later to complete the assignment or activity.
- Teach your students the rules and regulations of computer usage.
- Adopt and implement a district or schoolwide "Acceptable Internet Use Agreement" to enforce appropriate usage and mitigate teacher liability.
- Post clear and simple directions near the computer.
- Recruit a parent volunteer as an aide when using the computer with your class for the first few times.
- Time management: Class-time access should be directed by the teacher and should be fairly well-structured. The teacher must decide the priorities, make sure that students know exactly what's required to complete the assignment, and set a firm time limit.
- If you divide the class into 10 groups and work over a two-week period, you can provide time each day for a group to work independently on the computer while the rest of the class is working on other material/research.
- Encourage students to work in small groups or teams when using the computer.
- Make a list of your students and hang it near the computer. Place a large paper clip next to the list of names. As a student finishes on the computer, he or she can easily move the clip to the name below and that way the next student will know it is his or her turn.

- Plan projects in which every student can have input. Projects should not require one student or one group to be on the computer for long periods of time. Balance out computer time with non-computer time: For example, while one group uses the computer, other groups can do research in the library or create visuals.
- Start with small projects and progress to larger ones as you and your students become more comfortable.
- Integrate technology into your existing curriculum—don't just use it as a word processor.
- Design technology activities that solve problems or create products.
- Strive for high levels of thought; get students to evaluate, analyze, and synthesize.
- Prioritize computer time.
- Share resources and Web sites with other teachers.
- Have students with more technological expertise help those students with less computer skills.
- Use the computer as a learning center: create a schedule that rotates when individual students or student teams work on the computer. You may also want to use the computer as a teaching station that involves the whole class.
- Continually monitor what Web sites students access.
- Don't be afraid to modify and adjust your lesson if it isn't working for you. Be ready to adapt, and don't give up!
- Check school policy. It might be necessary to have parents sign an Internet Permission Slip.

Internet Driver's Licenses: If some of your students have their own e-mail addresses, they can make an Internet Driver's License card with their e-mail address on the back. Students can put their name and school picture on the front. Laminate these and keep them on file. Having students' e-mail addresses handy can be a wonderful way to send them messages such as "Missed you at school today," "Get well soon," "You did a wonderful job on your test," etc.

ELLIS ISLAND INTERNET TOUR

<http://www.i-channel.com/education/ellis/>

This is an example of an Internet-based activity. Students follow the directions as they read the text and/or listen to the interviews from the site. Instruct students to answer the questions based on the text. Make sure they listen to some of the audio files in each section as well. Another activity to enrich this lesson is located at the Library of Congress's American Memory site:

<http://lcweb2.loc.gov/ammem/ndlpedu/features/immig/immig.html#today>.

Credit for this activity belongs to Elizabeth Hogan.

During what years did Ellis Island operate? _____

Go to **Historical Overview**:

How many islands make up Ellis Island? _____

Approximately how many immigrants were returned to their homelands? _____

Click on the suitcase icon.

Go to **The Journey**:

What was one reason that immigrants came to America? _____

Which passengers did not have to go through Ellis Island? _____

Where did most immigrants to Ellis Island come from? _____

Click on the suitcase icon.

Go to **Through America's Gate**:

How long did most immigrants have to wait to be processed? _____

Click on **Arrival**:

The peak immigration period to Ellis Island occurred between ____ and ____.

How were passengers transported to Ellis Island? _____

Click on the icon of a boy carrying a load.

How did medical inspectors mark people they suspected of having foot problems? _____

- What is trachoma? _____
- Click on the icon of the boy.
- How were immigrants tested for mental deficiencies? _____
- Click on the icon of the boy.
- What percentage of immigrants remained in New York City? _____
- Click on the suitcase icon.
- Go to **Ellis Island Today**:
- When did the Ellis Island museum open? _____
- Click on the suitcase icon.
- Go to **Oral History Project**:
- How old was Czeslaw Palenska Lutz when she immigrated? _____
- Who is the director of the Oral History Project? _____
- Click on the suitcase icon.
- Go to **Ellis Island Immigrant Cookbook**:
- Why did the Sims family immigrate to America? _____
- Click on the suitcase icon. Return to the home page.

I. PEOPLE

Standards

The activities in this section will meet most of the following standards:

- Historical research—using documents, photos, artifacts, and eyewitness accounts to construct sound historical narratives or arguments
 - * Acquire historical information

- Historical issues—analysis and decision-making, identifying problems that confronted people in the past, analyzing various interests and points of view, evaluating alternative proposals, analyzing whether decisions reached or actions taken were good ones and why, and bringing historical perspectives to bear on informed decision-making in the present
 - * Recognize issues of the past
 - * Identify relevant historical background
 - * Express a position or course of action

- Historical comprehension—describing the past through the eyes and experiences of those who were there through their literature, art, and artifacts

- Historical analysis and interpretation—considering multiple perspectives of people and multiple causes of events to compare and evaluate competing historical explanations of the past

Character Education in the Classroom

Many schools are focusing on integrating character education into the curriculum. What better avenue to do this than in the social studies classroom? In the early grades, “heroes” are often a main focus. As students grow older they find these heroes more human if they can learn about their shortcomings and failures as well as their successes. Use these same activities with people who illustrate particular character traits. The following page lists people from American history you can use to teach students about character.

Citizenship

John Adams
 John Quincy Adams
 Benjamin Franklin
 Patrick Henry
 Thomas Jefferson
 John Smith
 George Washington

Compassion

Frederick Douglass
 Abraham Lincoln
 James Oglethorpe
 Harriet Tubman
 George Washington

Courage

Ulysses S. Grant
 Robert E. Lee
 Patrick Henry
 George Washington

Diligence

John Adams
 Benjamin Franklin
 Ulysses S. Grant
 Patrick Henry
 George Washington

Fairness

John Adams
 John Quincy Adams
 Benjamin Franklin
 Patrick Henry
 Thomas Jefferson
 Abraham Lincoln
 James Madison
 James Oglethorpe
 John Smith
 George Washington

Honesty

John Adams
 John Quincy Adams
 Frederick Douglass
 Benjamin Franklin
 Abraham Lincoln
 James Oglethorpe
 William Penn
 George Washington

Integrity

John Adams
 John Quincy Adams
 Patrick Henry
 Robert E. Lee
 William Penn
 George Washington

Respect

Daniel Boone
 Frederick Douglass
 Benjamin Franklin
 “Stonewall” Jackson
 Harriet Tubman
 George Washington

Responsibility

Thomas Jefferson
 Robert E. Lee
 Abraham Lincoln
 John Smith
 George Washington

1. GREAT RULERS

Have students research a famous person from the era you're studying in class. As they research their Great Rulers, tell them to keep a list of important facts about the person they're investigating. Once they've completed their research, have them write the important facts on an actual ruler. Make sure they include some characteristics that would describe the individual's contribution to society. At the top of the ruler, they can attach a portrait of the person. Have students finish by writing a short paragraph about their Great Ruler.

Technology Tip:

One of the easiest ways to locate a historical figure on the Web is simply to search for his/her name. For example, have students go to any search engine and type in "Benjamin Franklin." They should get a lot of results like this one from The Franklin Institute Science Museum.

- <http://sln.fi.edu/franklin/rotten.html>

2. PUMPKIN PEOPLE

Halloween is a wonderful time of year for students. No matter how old they get, they still love to decorate a pumpkin. This activity incorporates the pumpkin with any historical period you're studying. Have students research a person from that time period. Students will then decorate a pumpkin, cantaloupe, or gourd (it need not necessarily be carved) to represent their famous person. Students should try to include as many facial characteristics as possible on their pumpkin. Finish up by having students give brief oral presentations in which they discuss the famous person represented on the pumpkin and describe how they created their pumpkin.

3. HISTORY STYLE SHOW

You can use this activity at the end of a unit, chapter, or as a culminating activity at the end of a semester or school year. This activity allows students to consider the character and attributes of people they have studied. Split the class into groups of four or five. You can then assign each group a famous person, allow students to pick from a preselected list of individuals, or have students brainstorm a famous person they would like to portray.

Next, furnish each group with a handful of toothpicks (for younger children, you may want to substitute tape) and a stack of newspapers. These will be the only supplies students will use in this activity. Each group has to dress one of its members as a historical figure. After ten minutes of “dressing time,” have a “fashion parade.” You may want to have each group come up with hints they can give the rest of the class as to whom their “model” represents. As a variation, put the names of people from a time period being studied on pieces of paper. Have each group draw one of these people and decide how they will portray him or her. This activity provides an excellent opportunity to talk about each person and his/her contributions to history after each has been identified. Make sure you have plastic garbage bags handy to dispose of newspapers as well as moist towels (baby wipes work fine) to take care of newsprint on hands.

4. HISTORICAL PAPER DOLLS

A glance at fashion through the ages can provide students with insight into the social climates of various eras. Books on historic dress can provide a wealth of costumes from every historical period. Use the pictures in these books like paper dolls. Students can trace outlines of the clothing, then draw the heads—or even use a comic illustration of the school mascot! The ideas are endless, from stories in history to creative writing. Here are a few possibilities:

- Have students research specific historical personalities and make a paper doll depicting that person.
- Use the historical paper dolls to make a timeline around your room.

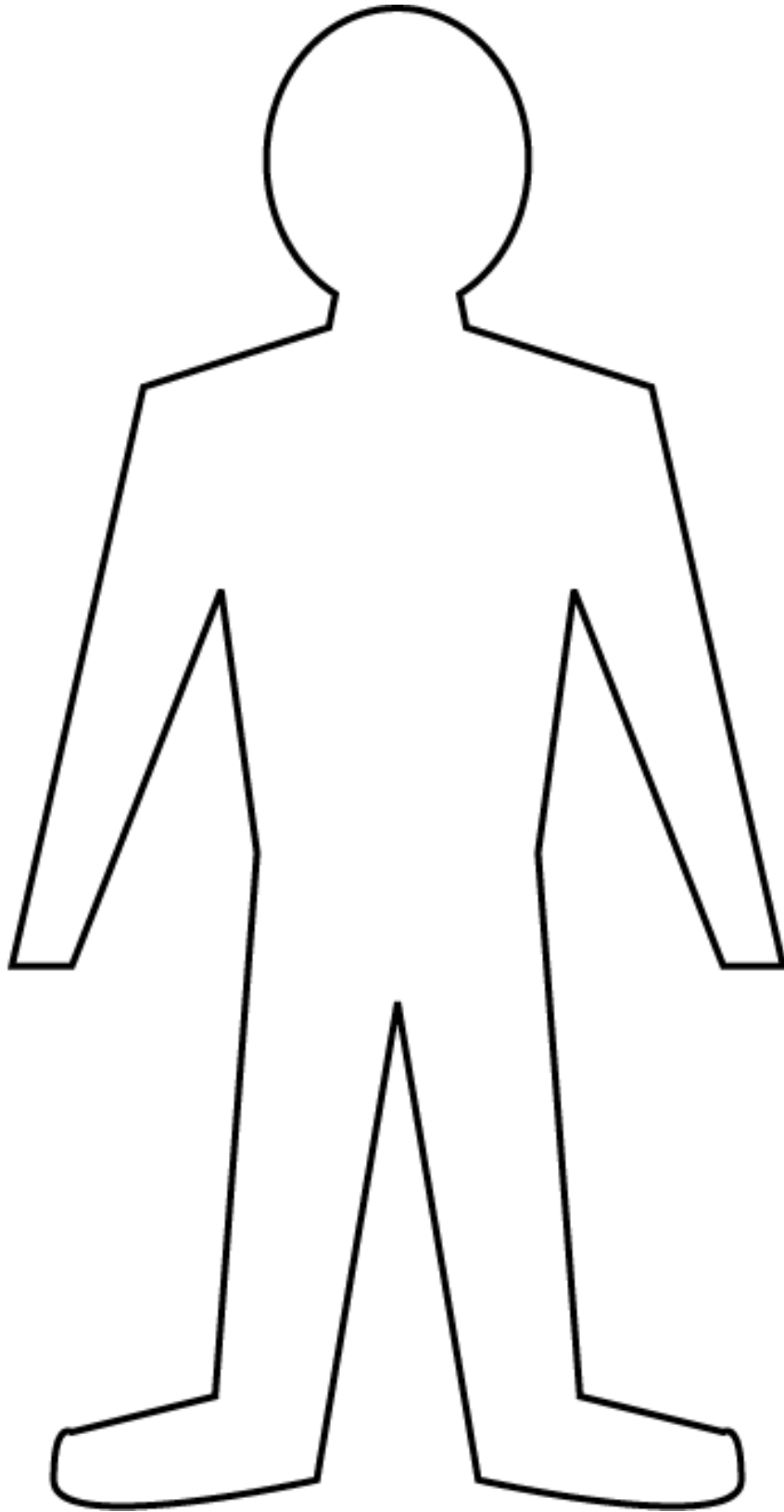
- Students might also use the school mascot on their historical paper dolls. You might call it “Bulldogs Through History” or “Gators Through History.”

5. PAPER-CHAIN PEOPLE

In this activity, each student creates a “paper-chain person” filled with details about an actual historical figure. Assign each student a person to investigate and have him or her look for the following information:

- Name
- Date of birth/death
- Major events of this person’s life in chronological order
- At least one struggle this person had to overcome and how he or she dealt with it
- A famous quote or intriguing story about this person
- A list of the greatest accomplishments made by this person and evaluate his or her effect on society and history at the given time

After students have gathered these facts, give each student a strip of paper and a paper-chain pattern. Using the pattern below, show students how to cut a paper chain using the pattern. After the paper chain has been cut out, students will write the facts they researched on each of the “paper-chain people.”



6. INDIVIDUAL PAPER CHAIN

This activity is very similar to Paper-Chain People. In this activity, however, students will use a larger paper-chain outline. Enlarge the pattern that is in this book and transfer it to card stock. Have the students trace the pattern on brightly colored paper. After having researched their person, students should write at least five significant facts about the person on the legs, arms, and torso of the paper-chain person. Once the paper-chain people have been completed, laminate them and create a multicolored paper chain to display strung across the room or on a bulletin board.

7. PUT YOUR STAMP ON IT!

Each year the United States Postal Service issues commemorative stamps. If possible, provide students with copies of commemorative stamps or go to

- http://shop.usps.com/cgi-bin/vsbv/postal_store_non_ssl/browse_content/indexStampIssues.jsp

to show the class pictures of some commemorative stamps. After studying a particular time period, have pairs or small groups of students develop similar commemorative stamps honoring people they feel made significant contributions to society. Encourage students to select individuals who have traditionally been left out or have gone unnoticed in most history classes; alternatively, students can select people who have been previously honored, but the designs the students use for their stamps must be different from those on the stamps issued by the U.S. Postal Service. After students make their stamps, they will need to defend their reasons for why this person should be honored on a commemorative stamp.

In order for a person to be on a USPS commemorative stamp, he/she has to meet particular criteria. Although it is not necessary to follow U.S. Postal Service criteria for

this activity, doing so could lead to a wonderful class discussion. The USPS uses the following criteria to select subjects:

1. It is a general policy that U.S. postage stamps and stationery primarily will feature American or American-related subjects.
2. No living person shall be honored by portrayal on U.S. postage.
3. Commemorative stamps honoring individuals usually will be issued on, or in conjunction with, significant anniversaries of their birth, but no postal item will be issued sooner than 10 years after the individual's death. The only exception to the 10-year rule is the issuance of stamps honoring deceased U.S. presidents. They may be honored with a memorial stamp on the first birth anniversary following death.
4. An event of historical significance shall be considered for commemoration only on anniversaries in multiples of 50 years.
5. Only events and themes of widespread national appeal and significance will be considered for commemoration.
6. Stamps shall not be issued to honor fraternal, political, sectarian, or service/charitable organizations that exist primarily to solicit and/or distribute funds. Nor shall stamps be issued to honor commercial enterprise or products.
7. Stamps shall not be issued to honor cities, towns, municipalities, counties, primary or secondary schools, hospitals, libraries, or similar institutions.
8. Requests for observance of statehood anniversaries will be considered for commemorative postage stamps only at intervals of 50 years from the date of the state's first entry into the Union.
9. Stamps shall not be issued to honor religious institutions or individuals whose principal achievement are associated with religious undertakings or beliefs.
10. Stamps with added values, referred to as "semi-postals," shall not be issued, except in special circumstances. Breast cancer research stamps were issued at a cost of eight cents over the postal rate at that time. The additional money was donated to breast cancer research.
11. Requests for commemoration of significant anniversaries of universities and other institutions of higher education shall be considered only in regard to

Historic Preservation Series postal cards featuring an appropriate building on the campus.

12. No stamp shall be considered for issuance if one treating the same subject has been issued in the past 10 years. The only exceptions to this rule will be those stamps issued in recognition of traditional themes such as Christmas, U.S. Flags, Express Mail, Love, etc.
13. Some stamps are also issued to raise money for charitable causes such as cancer and AIDS research.

8. TRADING CARDS

Many people collect trading cards for sports like baseball, basketball, and football. Besides giving the public a picture of what the person looks like, each card gives important information about the player (team, position played, statistics, college attended, awards, contributions for individual years, etc.). Have your students create similar trading cards for people and/or places from a particular time period. The front of each card should have a picture of the person or place. Students should be consistent in what they create (e.g., full-length or head shots only).

Pictures may be drawn, photocopied, computer generated, or taken from magazines. The back of each card should contain important “statistics” about the person. These would include items such as:

- Name
- Title/position
- Background information
- Nationality
- Significance to the time period being studied
- Important statements/quotations, if applicable

Cards about places should include:

- The name of the state/country where the place is located

- Name of the event(s) that occurred there
- Winners and losers, if the place was the site of a battle
- Historical significance

You may want to have each student make multiple copies of the card they create so that they can then trade their historical cards with one another.

9. REMEMBER ME!

The dictionary defines “eulogy” as “a commendatory formal statement or set oration.” In this activity, students will compose eulogies to celebrate prominent historical figures or civilizations. Some examples:

- A eulogy for Alexander the Great would summarize the accomplishments of his empire and describe how those accomplishments—in areas such as law, architecture, art, and government—have influenced the world today.
- A eulogy for Harriet Tubman would include an appropriate inscription for her tombstone and would reflect on the lasting effects of her efforts.
- A eulogy for Martin Luther King would describe his achievements and comment on what America has gained from his legacy.

10. GOOD GUY/BAD GUY

Point of view can sometimes be a difficult concept for students to grasp. This activity helps students see how a person can be viewed as a “Good Guy” by one side and as a “Bad Guy” by another. Students will design a “Good Guy” award and a “Bad Guy” or “Wanted” poster to illustrate differing perspectives on historical figures. Some examples:

- Design a “Good Guy” award for Abraham Lincoln from the Northern perspective during the Civil War and a “Bad Guy” poster for him from the Southern perspective.
- Design a “Good Guy” award for Christopher Columbus from the Spanish perspective during the age of exploration and a “Bad Guy” poster for him from the perspective of a Native American.

- Design a “Good Guy” award for George Washington from the American perspective during the American Revolution and a “Bad Guy” poster for him from the British perspective.
- Design a “Good Guy” award for George III from the British perspective during the American Revolution and a “Bad Guy” poster for him from the American perspective.

11. HISTORICAL BRAINY-ZANIES

Start this activity by creating outline drawings of human heads. This can easily be done by having a student stand in front of an overhead projector while someone traces his/her profile on a large piece of paper attached to the wall. Have each student research a person from the time period the class is currently studying. Students should then fill the head with the ideas, thoughts, visions, and motivations of the person they've researched. Students must include at least five things inside the outline. These may be drawn, cut and pasted from newspapers and magazines, or handwritten. Students should number each thing they include in the head. On the side or back of the head, have students write a corresponding statement about each thing they've included and why it's representative of that historical person. Encourage students to be as creative as possible by incorporating things such as color, physical objects, photos, or other materials

12. RÉSUMÉ/VITA ACTIVITY

Résumés, or vitae, outline a person's significant accomplishments and experiences. Explain to the class that people present resumes to prospective employers. Résumés summarize and highlight a person's qualifications for a particular job. Have each student choose one person significant to the time period being studied and write a résumé/vita focusing on that person's contributions to history. The résumé/vita should include that person's:

- Name
- Address (i.e., the country/state and town in which they resided)
- Personal information (description, family background, etc.)

- Education
- Significant experiences
- Honors and awards
- Achievements
- Two or three personal references

Let students know that you will grade the résumés on the accuracy and thoroughness of the information as well as the creativity used in presenting the information. Since most prospective job applicants need to make sure their résumé is only one page in length, you may want to instruct your students to confine the information they present to a single page as well.

In order to extend this activity, you might have the students construct likenesses of historical people's head on paper plates. Tell students that they should be creative and use a variety of materials such as colored pencils, markers, yarn, fabric, lace, buttons, construction paper, magazine pictures, etc. On the back of the plate, students should write the person's name and the three most important facts others should know about the person and his/her significance to history.

Grade the paper plates on:

- Relevance of information
- Presentation to the class
- Evidence of effort
- Creativity