

<p><b>Duration</b> 2 Weeks of Class Periods</p>	<p><b>Student-Led Oral Histories for Local Officials: A Civic Engagement Project</b> <b><u>ELEMENTARY 4TH GRADE</u></b></p>		
<p><b>ESSENTIAL QUESTION</b></p>	<p>Which level (City, County, State, Tribal, National) of Government impacts my community the most?</p> <p>Is compromise in government effective?</p> <p>What is my role in Government?</p> <p>What are the qualities of an effective leader of a democracy?</p>		
<p><b>LEARNING:</b> “We are learning to...” <b>WHY</b> “In order to...” <b>SUCCESS CRITERIA:</b> “I will know I am successful when I can...”</p>	<p><b>We are learning:</b> about different local governments in our own community and about the people who lead them.</p> <p><b>In order to...</b></p> <ul style="list-style-type: none"> <li>● Participate in the Classroom Based Assessment in our school district.</li> <li>● Be informed citizens who ask questions and acquire and organize information.</li> <li>● Be engaged citizens who desire to improve their communities.</li> </ul> <p><b>I will know I am successful when I can:</b></p> <ul style="list-style-type: none"> <li>● Participate in an oral history interview of a local leader and understand what that local leader and the local government does for our community.</li> <li>● Recognize and evaluate the rights and responsibilities of citizens and their individual role as a citizen of Kansas.</li> <li>● Describe the types of services provided by city, county, state and country.</li> </ul>		
<p><b>Related HGSS Standards and Benchmarks</b></p>	<p><b>HGSS (STANDARDS 1,2,3,4,5)</b></p> <p><i>(Teachers in Kindergarten through 4th grade should link content learning to the Focus Standard (bolded). The focus standard allows teachers to set that standard as a theme around which social studies instruction at that gradelevel takes place.)</i></p> <p><b>FOCUS STANDARD:</b> Choices have consequences; Rights and responsibilities; Identities, beliefs and practices; Continuity and change.</p>		
<p><b>MATERIALS CLASSROOM SET-UP</b></p>	<p>Prepare Poster of various local districts in your community. Invite students to add to the display throughout the unit.</p> <p>Show clip from the oral history interview of Jack Alexander and use it to prepare the class to do oral histories.</p>		

<p><b>BELLWORK</b> (at the beginning of class to allow students to get focused, review material, and start something new)</p>	<p style="text-align: center;"><b>Bellwork- 10 minutes</b></p> <p>Day 1 - Watch the video clip of Jack Alexander, Water Commissioner --under 10 minutes  Day 3 – What is Oral History – Jim Leiker – 6.5 minutes – on KOHP website: <a href="http://ksoralhistory.org">Why Oral History is Important - Kansas Oral History Project (ksoralhistory.org)</a>  Day 5 – “<a href="#">How to conduct an oral history interview</a>”, from the Minnesota Historical Society and others in the collection.  Week 2 – Research other “how to”videos on YouTube, such as this one <a href="#">Bing Videos</a></p> <p><b>Questions to ask:</b> Was Commissioner Alexander an effective leader? Why? What were some of the consequences of decisions he made as Commissioner?</p>
<p><b>VOCABULARY</b></p>	<ul style="list-style-type: none"> <li>● Local Government</li> <li>● Democracy</li> <li>● Public policy</li> <li>● Leadership</li> </ul> <p style="margin-left: 150px;">Commissioner      Mayor Council Member</p>
<p><b>ACTIVITY</b></p>	<p>Day 1 – what is a local government?  Day 2 – Who leads local governments?  Day 3 – What is oral history and why is it important?  Day 4 – Who should we interview and why?  Day 5 – Form teams, create a schedule and review protocol for interviews.  Week 2 – Train interviewers, arrange practice sessions, learn videography, complete interviews  Submit recordings and Transcripts to Kansas Oral History Project for posting on their website</p> <p>For more information see Activity Notes for Teachers, Student-Led Interview Protocol</p>
<p><b>EXIT Tickets –</b> (</p>	<p style="text-align: center;"><b>Exit Ticket?</b> <a href="#">Exit Ticket - Google Forms</a></p>
<p><b>Reflection</b></p>	<p>What were the highlights of the interview you completed? What were the obstacles?</p>

<p><b>Duration</b> 2 Weeks of Class Periods</p>	<p><b>Student-Led Oral Histories for Local Officials: A Civic Engagement Project</b> <b><u>MIDDLE SCHOOL 7<sup>th</sup> GRADE</u></b></p>	
<p><b>ESSENTIAL QUESTION</b></p>	<p>Which level (City, County, State, Tribal, National) of Government impacts my community the most?</p> <p>Is compromise in government effective?</p> <p>What is my role in Government?</p> <p>What are the qualities of an effective leader of a democracy?</p>	
<p><b>LEARNING:</b> “We are learning to...” <b>WHY</b> “In order to...” <b>SUCCESS CRITERIA:</b> “I will know I am successful when I can...”</p>	<p><b>We are learning:</b> about different local governments in our own community and about the people who lead them.</p> <p><b>In order to...</b></p> <ul style="list-style-type: none"> <li>● Participate in the Classroom Based Assessment in our school district.</li> <li>● Be informed citizens who ask questions and acquire and organize information.</li> <li>● Be engaged citizens who desire to improve their communities.</li> </ul> <p>● <b>I will know I am successful when I can:</b></p> <ul style="list-style-type: none"> <li>● Participate in an oral history interview of a local leader and understand what that local leader and the local government does for our community.</li> </ul>	
<p><b>Related HGSS Standards and Benchmarks</b></p>	<p><b>HGSS (STANDARDS 1,2,3,4,5)</b></p> <p>HGSS1 Choices have consequences; HGSS2 Individuals have rights and responsibilities; HGSS3 Identities, beliefs and practices; HGSS4 Continuity and change; HGSS5 Relationships are dynamic, involving circumstances which often create shifts in priorities.</p> <p>1.3 Student will investigate and connect examples of choices and consequences with contemporary issues.</p> <p>4.1 Student will recognize and evaluate continuity and change over time.</p> <p>5.1 Student will investigate and connect dynamic relationships to contemporary issues.</p>	
<p><b>MATERIALS CLASSROOM SET-UP</b></p>	<p>Show clip from the oral history interview of Jack Alexander and use it to prepare the class to do oral histories. Have students read the entire transcript of the Alexander interview.</p>	

<p><b>BELLWORK</b> (at the beginning of class to allow students to get focused, review material, and start something new)</p>	<p style="text-align: center;"><b>Bellwork- 10 minutes</b></p> <p>Day 1 - Watch the video clip of Jack Alexander, Water Commissioner --under 10 minutes  Day 3 – What is Oral History – Jim Leiker – 6.5 minutes – on KOHP website: <a href="http://ksoralhistory.org">Why Oral History is Important - Kansas Oral History Project (ksoralhistory.org)</a>  Day 5 – “<a href="#">How to conduct an oral history interview</a>”, from the Minnesota Historical Society and others in the collection.  Week 2 – Research other “how to” videos on YouTube, such as this one <a href="#">Bing Videos</a></p> <p><b>Questions to ask:</b> Was Commissioner Alexander an effective leader? Why? What were some of the consequences of decisions he made as Commissioner? How did his work as a Commissioner affect his later leadership positions working for Governor Finney or the Kansas Corporation Commission?</p>
<p><b>VOCABULARY</b></p>	<ul style="list-style-type: none"> <li>● Local Government</li> <li>● Democracy</li> <li>● Public policy</li> <li>● Leadership</li> </ul> <p style="text-align: center;">Commissioner      Mayor Council Member</p>
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<p><b>EXIT Tickets</b> (assessment)</p>	<p style="text-align: center;"><b>Exit Ticket?</b> <a href="#">Exit Ticket - Google Forms</a></p>
<p><b>Reflection</b></p>	<p>What were the highlights of the interview you completed? What were the obstacles? How did your interviewee’s beliefs and personal identity impact the local community? Was it positive or negative?</p>

<p><b>Duration</b> 10 Class Periods</p>	<p><b>Student-Led Oral Histories for Local Officials: A Civic Engagement Project</b> <b><u>HIGH SCHOOL GOVERNMENT GRADES 10,11, 12</u></b></p>	
<p><b>ESSENTIAL QUESTION</b></p>	<p>Which level (City, County, State, Tribal, National) of Government impacts my community the most?</p> <p>Is compromise in government effective? Where is it most likely to occur?</p> <p>What is my role in Government?</p> <p>What are the qualities of an effective leader of a democracy?</p>	
<p><b>LEARNING:</b> “We are learning to...” <b>WHY</b> “In order to...” <b>SUCCESS CRITERIA:</b> “I will know I am successful when I can...”</p>	<p><b>We are learning:</b> about different local governments in our own community and about the people who lead them.</p> <p><b>In order to...</b></p> <ul style="list-style-type: none"> <li>● Participate in the Classroom Based Assessment in our school district.</li> <li>● Be informed citizens who ask questions and acquire and organize information.</li> <li>● Be engaged citizens who desire to improve their communities.</li> </ul> <p><b>● I will know I am successful when I can:</b></p> <ul style="list-style-type: none"> <li>● Participate in an oral history interview of a local leader and understand what that local leader and the local government does for our community.</li> <li>● Understand the differences among the various forms of local governments, and recognize which ones are most efficient, and which ones are most responsive to the people they represent.</li> <li>● Examine the relationship between government policies and their impact on individual citizens.</li> </ul>	
<p><b>Related HGSS Standards and Benchmarks</b></p>	<p><b>HGSS (STANDARDS 1,2,3,4,5)</b></p> <p>HGSS1 Choices have consequences; HGSS2 Individuals have rights and responsibilities; HGSS3 Identities, beliefs and practices; HGSS4 Continuity and change; HGSS5 Relationships are dynamic, involving circumstances which often create shifts in priorities.</p> <p>1.3 Student will investigate and connect examples of choices and consequences with local or Kansas issues.</p> <p>4.1 Student will recognize and evaluate continuity and change over time.</p> <p>5.1 Student will investigate and connect dynamic relationships to local issues.</p>	
<p><b>MATERIALS CLASSROOM SET-UP</b></p>	<p>Show clip from the oral history interview of Jack Alexander and use it to prepare the class to do oral histories. Have students read the entire transcript of the Alexander interview.</p>	

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<p><b>VOCABULARY</b></p>	<ul style="list-style-type: none"> <li>● Local Government</li> <li>● Democracy</li> <li>● Public policy</li> <li>● Leadership</li> </ul> <p style="text-align: center;">Commissioner      Mayor Council Member</p>
<p><b>ACTIVITY</b></p>	<p>Day 1 – Form Interview teams and assign to various local governmental units; begin research into their functions.  Day 2 – Speaker from one or more local governments describing their functions, issues.  Day 3 – What is oral history and why is it important?  Day 4 – Who should we interview and why?  Day 5 – Create an interview schedule and review protocol for interviews.  Week 2 – Train interviewers, arrange practice sessions, learn videography, complete interviews  Submit recordings and Transcripts to Kansas Oral History Project for posting on their website  For more information see Activity Notes for Teachers, Student-Led Interview Protocol</p>
<p><b>EXIT Tickets</b> (assessment)</p>	<p style="text-align: center;"><b>Exit Ticket?</b> <a href="#">Exit Ticket - Google Forms</a></p>
<p><b>Reflection</b></p>	<p>What were the highlights of the interview you completed? What were the obstacles? How did your interviewee’s beliefs and personal identity impact the local community? Was it positive or negative? Did the student demonstrate an understanding of power at all levels of government? Of competing values and the tensions that exist between them?</p>

