

How to Replicate This Program – Jefferson Elementary
2010 Jaffarian Award Winner

1. Title of program: Elmhurst History Project

2. Summary of program:

The purpose of the Elmhurst History project is to have students study their own community and learn more about its past community leaders and its significant buildings and/or locations. It aligns with a theme from our reading series and is part of our District's Social Studies curriculum for second grade. It also gives students the opportunity to work collaboratively in groups on research project that challenges them to communicate their findings by creating a culminating project.

3. Why would other school librarians want to replicate this program?

Students can benefit from this project in several ways. First, they gain a better understanding and appreciation of their community's past and their place in the community. Second, they experience working as a team for an extended period of time on a cross-curricular project. Third, they practice self-evaluation for a number of activities. Fourth, this is an authentic project that captures the students' attention and gives them purposeful work.

4. Suggested grade level(s):

Second through fifth grades.

5. Suggested participant group size:

Teams of 4-5 students; class of 20-25.

6. Potential collaborators within school:

Teachers in the grade level and librarian.

7. Potential community collaborators:

Historical society and/or museum, retired teachers, caretakers of historical locations that are open to the public.

8. Program preparation time:

Depends on the availability of the potential resources—anywhere from 3-5 hours.

9. Program implementation time:

Schedule at least 3 hours in the library in 45 minute blocks if possible.

If this project is part of a larger study, teachers can schedule their social studies periods for more lessons.

10. Materials needed:

- Local history resources that students can use when researching, such as local history publications, pamphlets, or brochures, or even online resources such as historical society websites or community websites.
- An overhead or document camera with LCD projector can be helpful if resources are limited. The teacher can project the information and students can take notes of what is pertinent to their team.
- If creating murals, colored paper, bulletin board paper, scissors, and glue will be needed.
- A digital camera for taking pictures of the final projects (these pictures can then be put into a Photostory, printed, or put on your school website.
- If a photostory or podcast will be made, you need access to the Photostory program or Audacity for recording voice only. These two software programs are available free online; simply do a search and download them.

11. Subject areas covered:

- Social studies
- Art
- Language arts
- Foreign language
- Culture
- Other: information literacy and technology

12. Curriculum standards covered (Including any state or district curriculum standards):

Our District's Social Studies curriculum for second grade includes the unit: Communities Change Over Time/Elmhurst Local History. Our project theme was how Elmhurst community buildings or locations changed over time.

This project included the following Illinois Learning Standards for the Social Sciences:

- "Express and communicate ideas" – Student fact sheets and podcast.
- "Work on teams" – Students worked together on research, fact sheets, murals and the podcast recordings.
- "Make connections" – Students were familiar with all of the local sites they researched, making this an authentic activity.
- State Goal 16.B.1a (US) states "Identify key individuals and events in the development of the local community (e.g., Founders days, names of parks, streets, public buildings)." – This was addressed in the research component of the project.

13. Skills (Including any skills acquired by students participating in the program, from [AASL's Standards for a 21st Century Learner](#)):

AASL's Standards for the 21st Century Learner were evident in many processes of the Elmhurst History project; here are some highlights.

- In researching local history, students applied the skill: (1.1.1) "Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life."
- Students also (1.1.9) "collaborated with others to broaden and deepen understanding."
- Students took responsibility by (1.3.1) "respecting copyright/ intellectual property rights of creators and producers."
- Students (2.1.1) "continued an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge."

They (3.2.3) "demonstrated teamwork by working with others productively" and they shared their knowledge by creating their murals [3.3.4 "create products that apply to authentic, real-world contexts

14. Additional resources that assisted program creator (e.g., a website, bibliography, etc.):

Biggins, Judy, Francesca Irion, Cathy Siegerdt, and Chris Smith. *Treasures of Elmhurst History*. Elmhurst, Ill.: Cottage Hill, Inc., 2007. Print.

"Elmhurst Historical Museum." *The City of Elmhurst*. Civic Plus Content Management System. 1997-2011. Web. 14 May 2011.

Elmhurst: Scenes from Yesterday. Elmhurst, Ill.: Elmhurst Historical Commission, 1986. Print.

Keller, Guy. *Elmhurst: 150 Colorful Years*. Elmhurst, Ill.: Elmhurst Sesquicentennial Planning and Steering Committee, 1986. Print.

Russell, Don. *Elmhurst: Trails from Yesterday*. Elmhurst, Ill.: Committee of the Elmhurst Bicentennial Commission, 1977. Print.

Stewart, Virginia. *Visionary: an Elmhurst Retrospective*. Chicago, Ill.: IPP Lithocolor, 2006. Print.