

## INTEGRATE HISTORYLINK.ORG INTO YOUR CLASSROOM:

### *Today in Washington History*

***Today in Washington History*** is a regular HistoryLink.org feature that is updated daily so that the featured timeline essays are tied to the current date. The list of timeline essays for this day in history is located on the upper right quadrant of every page on HistoryLink.org – except for the Advanced Search page. By clicking on the titles listed in this column, appropriate HistoryLink.org essays will be displayed.

It is important for students to understand that all aspects of history are important. Each event, circumstance, or personal story has contributed in some manner to the development of the world, state, and local government, educational, cultural, and social organizations, neighborhoods/communities, and families. In addition, students should understand that recent events -- even if they seem insignificant -- will be considered history to the next generation.

By using the ***Today in Washington History*** feature on the HistoryLink.org website, an educator will be able to bring the relevance of everyday history into the classroom. As there will be many individual approaches to using this resource in the classroom, educators are encouraged to submit their lesson plans or ideas for using HistoryLink.org to [education@historylink.org](mailto:education@historylink.org). so HistoryLink.org can share these ideas with others also. The following activities for using ***Today in Washington History*** have been designed for each of the three education levels in K-12 classes by the HistoryLink.org education team.

Senior HistoryLink.org historian Tom Brown writes interesting and at times humorous essays highlighting current events for HistoryLink.org's feature, *History Bytes*. These essays are good examples of current events that are history in the making. To access these essays, click on the *History Bytes* icon located in the top right corner of each page except for the *Advance Search* page. These are good examples of current events that will be categorized as historical events to future readers.



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## ESSENTIAL QUESTIONS:

*What can you learn about the changes that have occurred in your community or state by reviewing what happened on this same day in past years?*

*How have events from previous years influenced change in government, education, social and personal lifestyles?*

### **Curriculum-at-a-Glance:**

- **Primary Objective:** Students will recognize the importance that everyday events or people have on the continuing changes in local and state government, education, society, and personal lifestyles.
- **Student Activities:** Students will analyze a selection of HistoryLink.org essays from the *Today in Washington History* feature to interpret growth or changes to community and individual histories. Depending on their grade level, students will participate in classroom discussion, worksheet activities, and/or writing essays on subjects in Washington state history.
- **Materials included:** HistoryLink.org *Today in Washington History* and *History Bytes*; Worksheet: Interpreting HistoryLink.org Essay, and Worksheet: Writing a History Essay
- **Materials/equipment needed:** Copies of HistoryLink.org *Today in Washington State History* essays and copies of student worksheets
- **Grade/Subject Recommended:** Grades K-12
- Unit activities have been designed for whole class, small group, or individuals.

## PROJECT OBJECTIVES

### Content Objectives:

*Students will learn...*

- that everyday events or people from past years have impact on the development of how we live today.
- that what happens today, no matter how seemingly insignificant, will be considered history to future generations.

### Performance Objectives:

*Students will...*

- analyze a selection of set of **Today in Washington State History** essays to complete grade-level lesson plan assignments.
- determine which current events could be featured in future **Today in Washington State History** essays and why these events are important to future historians.
- interpret what HistoryLink.org writers feel are the most important facts concerning specific historical events or personalities by examining selected essays.
- learn to write an excellent essay on some aspect of Washington state history.

## TIME MANAGEMENT

**Elementary:** 15-30 minutes per day – two days per week

**Middle School:** 30 minutes – one class per week

**High School (1):** Discussion Activity – 15-30 minutes/class -

**High School (2):** 10 minutes in class– students complete assignments outside class time

## KEY TERMS

**ABSTRACT:** brief summary of a research article, thesis, review, conference proceeding or any in-depth analysis of a particular subject or discipline

**CIRCUMSTANCE:** a condition that accompanies or influences some event or activity

**CITE:** to write down the source where you got information from

**CRITICAL:** urgently needed; absolutely necessary

**ENCYCLOPEDIA:** a comprehensive reference work containing articles on a wide range of subjects or on numerous aspects of a particular field, usually arranged alphabetically

**ESSAY:** a short literary composition on a single subject

**INTEGRATE:** bring all parts together; unify.

**RELEVANCE:** pertains to the matter at hand

**SIGNIFICANT:** meaningful to the outcome

<h2 style="margin: 0;">WASHINGTON STATE EALRS</h2> <h3 style="margin: 0;">(Essential Learning Requirements) ALIGNMENT</h3>
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The activities in this project have been designed to complement the following Essential Academic Learning Requirements (EALRs) for Washington state Social Studies.

**Elementary**

Civics				Economics				Geography			History				Social Studies Skills			
1.1	1.2	1.3	1.4	2.1	2.2	2.3	2.4	3.1	3.2	3.3	4.1	4.2	4.3	4.4	5.1	5.2	5.3	5.4
											X	X	X	X	X	X	X	

**Middle School**

Civics				Economics				Geography			History				Social Studies Skills			
1.1	1.2	1.3	1.4	2.1	2.2	2.3	2.4	3.1	3.2	3.3	4.1	4.2	4.3	4.4	5.1	5.2	5.3	5.4
											X	X	X	X	X	X		X

**High School**

Civics				Economics				Geography			History				Social Studies Skills			
1.1	1.2	1.3	1.4	2.1	2.2	2.3	2.4	3.1	3.2	3.3	4.1	4.2	4.3	4.4	5.1	5.2	5.3	5.4
				X					X		X	X	X	X	X	X	X	X

<h2 style="margin: 0;">CBA (Classroom-Based Assessments) ALIGNMENT</h2>
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*Why History?*—a 6<sup>th</sup> grade History CBA is a great match for the activities developed for middle school students in these lesson plans. In the *Why History?* CBA, students are asked to develop a position on how the knowledge of history helps them to understand a current event or issue. They are asked to analyze and reference three credible sources to provide the reasoning for this position and share their individual view in a cohesive paper or presentation.

The skills learned in the activities in this project may also be used to complement several other CBAs for grades 5-12, including *What's the Big Idea?* (5<sup>th</sup> grade History), *Technology Through the Ages* (9-10 grade History), or *Cultural Interactions* (12<sup>th</sup> grade History).

## LESSON PLANS

### **ELEMENTARY:** (DISCUSSION Activity)

At the beginning of History class twice a week, teacher selects what they feel to be the most prominent or most interesting fact from *Today in Washington State History* and relate it to their students. Then, the teacher asks students to discuss, “if what has happened today (yesterday) is featured next year in HistoryLink.org’s *Today in Washington State History*,

- what the headline be?
- what facts would be included in the story?
- why will this be considered significant to future generations?

**Teacher Prep Time:** 15 minutes per lesson. Teacher will originally prepare by reading Tips for Using History Link.org in the Classroom: Frequently Asked Questions to understand the different essays that can be found on HistoryLink.org. or look at the Advanced Search page. Teacher should also review the Worksheet for Middle School to identify what important facts should be defined as important to the essay.

**Student Activity Time:** 15-30 minutes per lesson

**Materials Needed:** Copies of *Today in Washington State History* essays

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### **MIDDLE SCHOOL:** (WORKSHEET activity)

Once a week, at the beginning of History class, teacher hands out copies of the essays from *Today in Washington State History*. Next, the teacher allows students to choose one of the essays to read and then to complete a worksheet (provided with this lesson plan) that asks them to interpret whether or not this event had a significant impact on the development of Washington state.

The first lesson of the year should include an introduction to HistoryLink.org and an introduction to each of the three libraries.

**Teacher Prep Time:** 15 minutes per lesson

**Student Activity Time:** 30 minutes

**Materials Needed:** First lesson of year will need copies of Tips for Using HistoryLink.org for Students. This document can be copied from the Education page. Each individual lesson will need copies of *Today in Washington State History* essays and copies of *Today in Washington State History* Worksheet that is included in this curriculum on p. 7.

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## HIGH SCHOOL:

### Activity 1: DISCUSSION Activity

Students are assigned to small groups at the beginning of each semester. As a daily classroom introductory activity for each History class, teacher will hand out a copy of one of the timeline essays from *Today in Washington State History* to each small group. Allow students 10 minutes to read the essay and then have a short discussion about the significance of this event on the development of the history of Washington state. One representative from each group will present the group's interpretation in 1 minute or less.

**Teacher Prep Time:** 15 minutes per lesson

**Student Activity Time:** 15-20 minutes

**Materials Needed:** Copies of *Today in Washington State History* essays

### Activity 2: ESSAY Activity

Students will be asked to consider “if what has happened today (yesterday) is featured next year on HistoryLink.org’s *Today in Washington State History*,

- what would be the headline?
- what facts would be included in the story?
- why will this be considered significant to future generations?

Students will be asked to write an essay that captures these facts. The final paragraph should interpret why this current event is considered significant to history.

These essays will be assigned to students using the alphabetical class list. Depending on an average class size of 25 students, each student will be responsible for writing approximately ten essays over the course of the school year. Each student will have three to five days to complete and hand in the assignments. Essays are first proofread by a classmate, friend, or family member and then by the teacher who returns copy to student for final editing.

The set of edited essays will be compiled into a class book and distributed (or printed) at the end of the school year as a reminder of that year in history and how it was interpreted by their peers.

**Teacher Prep Time:** 15 minutes

**Student Time:** outside class time activity/homework – 1 hour

**Materials Needed:** First lesson of year will need copies of Tips for Using HistoryLink.org or Students. This document can be copied from the Education page. Each individual lesson will need copies of *Today in Washington State History* essays and copies of Essay Worksheet that is included in this curriculum/p. 9.

<b>WORKSHEET</b> <b>INTERPRETING TODAY IN WASHINGTON STATE HISTORY ESSAY</b>
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**Student name**

**Class/Period**

**Date**

**Title of Today in Washington State History essay:**

**Who wrote this essay and when?**

**What type of HistoryLink.org essay is this? (Cyberpedia, Timeline, People's History) (Hint: Use definitions in Student Tips for Using HistoryLink.org handout or use the Advanced Search page on HistoryLink.org.)**

**What is the basic topic of the essay that you have selected?**

**What are the key information elements?**

- **Who or what is this essay about?**
  
- **When did it occur?**
  
- **Where did it occur?**
  
- **Why did this happen – was there a cause or reason?**

**Does this event or does what this person did have relevance today? How did this event or person influence our lives today?**

**Did this event or person have a personal impact on you, your family, neighborhood, or school? Explain.**

**Create a list of at least 5 important KeyWords from this essay. When you were looking for this information, what are some of the words that you could have used to find it?**

- 1.
- 2.
- 3.
- 4.
- 5.

**Were there photos used in this essay? If so, where did the HistoryLink.org historian find them? What is the photo collection number?**



## HOW TO WRITE AN ENCYCLOPEDIA STYLE HISTORY ESSAY IN THE HISTORYLINK.ORG STYLE

HistoryLink.org writers are experienced professionals, each with many years of research and writing know-how. Over the past ten years, a distinctive group of historians, professors, librarians, teachers, and authors have contributed to the more than 5500 essays that make up HistoryLink.org, the online encyclopedia of Washington state. Only essays written by these specific professionals are used in the HistoryLink.org encyclopedia. The only exception to this rule is the People's Histories library which allows certain essays that are written as reminiscences to be posted on HistoryLink.org.

Because of the diversity in background and writing styles of this team, HistoryLink.org has developed a specific style so that essays will be uniform in presentation and format. **Even though your essay will not end up on HistoryLink.org, following these suggested guidelines will help you write an excellent encyclopedic-style essay just like a HistoryLink.org writer.**

### 1. Determine your specific topic.

- Decide exactly what it is that you want to research. Examples: a certain time or event of someone's life? Reasons for a specific event? Etc....
- Be sure to narrow your topic down so that you will be able to identify and locate only those sources that will be helpful to your writing assignment.

### 2. Begin your topic research by checking HistoryLink.org.

- See what they have in their database libraries, read those essays, and then look at the sources that they have used when writing their article to do more research yourself. Although it is important to investigate all professional resources available, the more recent the source, the more up-to-date the information and research findings should be.
- If you find essays on HistoryLink.org that you will want to use in researching your topic, be sure to note the essay number so that you can find it easily later and be able to cite the HistoryLink.org author in your own sources.

3. Based on the type of information that you have identified and your specific interest, **select which type of** article you would like to write: cyberpedia, essay, timeline, biography, or people's history. It will be necessary to learn the terminology used by HL.org to classify the different features:

- Essay
- Timeline
- Biography

- **People’s History:** *People's Histories include memoirs, reminiscences, contemporary accounts, commentaries, and expressions of personal opinion, many of which have been submitted by our visitors. Unless noted otherwise, these essays have not been verified by HistoryLink.org and do not necessarily represent its views.*

**4. HistoryLink.org Style:** HistoryLink.org essays are written by professional staff historians, contract writers, or consulting experts. Each essay or feature, although written by individual contributors, is expected to follow specific editorial guidelines in order to ensure completeness and accuracy in content as well as conformity to HistoryLink.org style. Each essay is fully sourced and all are bylined. In order to prepare your essay in the HistoryLink.org style, here are some of the guidelines (from the HistoryLink.org Stylebook) provided to writers for this history encyclopedia.

**Start with an Abstract.** An abstract is an introductory paragraph that contains all of the essential information that will be covered in your essay. Think about these details: Who? What? Where? When? Why?

- Abstracts for biographies should tell the reader why this person is important and what they have accomplished to make them important in history.
- Abstracts for events should summarize the importance of the event that occurred, when it occurred, what happened, as well as where, why, and who.
- Abstracts for a group, organization, or institution should outline who, what, when, and where, and include a brief summary of its community, national, and/or global significance.

**Be consistent.** Decisions on the final editing style of articles written for newspapers, class assignments, or encyclopedic website like HistoryLink.org will vary according to final editor or, in this case, your teacher.

**Cite your sources.**

- HistoryLink.org writers must use accurate professional citing. The citation should include all the information that the reader needs to be able to access the original source without questions. Use your teacher’s format for citing sources, HistoryLink.org uses the following style:  
EXAMPLE: Clarence B. Bagley, *History of King County, Washington* (Chicago-Seattle: The S.J. Clarke Publishing Company, 1929), 16.
- HistoryLink.org writers must be careful to not use another writers’ sentences, phrases, or thoughts without using quotation marks. The HistoryLink.org style book suggests using phrases like “According to...” or “So-and-so suggests...” when incorporating information from an article that has already been written.
- HistoryLink.org cyberpedia and timeline essays do not use footnote numbers. The sources used to write these features are provided at the bottom of each essay.
- HistoryLink.org writers do not use Wikipedia as a source because the entries on that site are unsigned and ever-changing. Wikipedia can be a good source, although several inaccuracies have been spotted so HistoryLink.org does not use it.

**Create a keyword list.** This list accompanies every HistoryLink.org essay but is not visible online. It is used to enter appropriate words into the search engine.

- List specific words that will bring up your essay in a search.
- List every proper name mentioned in the file. List their names including the middle initial as well as any nicknames that you discover in your research.

**If you plan to include a photo along with your essay,** be sure to include the following:

- **CAPTION:** What it is, where it is, date of photo.
- **CREDIT:** Use the words Photo by XX ( photographer's name if available.) If the photos is from an organization, record the number that the organization uses to identify the photograph.

**Final editing is critical.** All of HistoryLink.org's essays are proofed and edited by a professional editor before they are posted online. Your teacher will serve as the final editor of your writing assignment. Before you hand it in, ask someone who you respect to proofread your article in order to identify errors in spelling, punctuation, or sentence structure. Then you will be able to make final edits using their suggestions or corrections before you hand it in.



**David (Doc) and Catherine Maynard's home, West Seattle, 1870s**  
*Courtesy UW Special Collections (Neg. UW1377760)*

<b>WORKSHEET: WRITING A HISTORY ESSAY</b>
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\_\_\_\_\_  
Student name

\_\_\_\_\_  
Class

\_\_\_\_\_  
Date

**TITLE** of my encyclopedic-style essay:

Describe the **TOPIC** (event/personality) in no more than 2 sentences:

Write your **ABSTRACT**: Identify & record the information in the following categories:

- WHAT
  
  
- WHERE
  
  
- WHEN
  
  
- WHY
  
  
- WHO

Write a one paragraph abstract summarizing the pertinent information:

What is the **SIGNIFICANCE** of this event or person to the HISTORY of Washington state?:

Does this event or person have **PERSONAL SIGNIFICANCE** to you, your family, your school, or your neighborhood? Explain.

**KEYWORD LIST:** List at least 5 keyword from your essay with which a person could conduct a search:

- 1.
- 2.
- 3.
- 4.
- 5.

**RESEARCH NOTES:** Use this section to record your research notes. Be sure to list all pertinent source information: author, title, copyright date, publisher, page number, date accessed.

ATTACH APPROPRIATE **PHOTOS**, if any. Supply the following information:

- Photographer name:
- Organization:
- Identification number:
- Caption:

Edited by \_\_\_\_\_ on \_\_\_\_\_

Turned in \_\_\_\_\_ (date) \_\_\_\_\_ (teacher signature)