INTEGRATE HISTORYLINK.ORG INTO YOUR CLASSROOM:

County Thumbnails Cities and Towns Thumbnails

Each of Washington state's thirty-nine counties has a unique informational cyberpedia essay featured on HistoryLink.org. These essays are called *thumbnail essays* and they can be found in the Shortcuts Column on the left side of each page. Click on the *County Thumbnails* icon under Database Libraries, and individual county thumbnails will appear in alphabetical order in the left hand column. *Thumbnail essays* include basic information including size, population, products, natural resources, and regional attractions. Thumbnail essays also include events or people significant to the history of that county and how they may have affected the history of the state of Washington.

Most of the larger cities, towns, or county seats in Washington state also have individual thumbnail essays that can be found in the Shortcuts Column. HistoryLink.org historians continue to add about one essay per day. Over time, eventually all cities and towns will be represented by a *City and Towns Thumbnail Essay*.

By using the *County Thumbnail* or the *Cities and Towns Thumbnails* feature on the HistoryLink.org website, an educator can easily find basic and historically relevant information that is unique to their specific county, city or town -- if an essay currently exists. Students should be encouraged to be informed and historically savvy citizens and representatives of their communities. The following activities for using *County Thumbnails and City and Town Thumbnails* have been designed for each of the three education levels in K-12 classes by HistoryLink.org education team.

There will be many individual approaches to using this featured resource in the classroom and HistoryLink.org is very interested in sharing these ideas with others. Educators are asked to submit their lesson plans or ideas for using HistoryLink.org to education@historylink.org.



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ESSENTIAL QUESTIONS:

What specific events or people, unique to the county or city where you go to school, have had significant impact on the history of Washington state?

Have there been any current events or noteworthy people from your county or city who have recently influenced change in government, education, social and personal lifestyles?

Curriculum-at-a-Glance:

- **Primary Objective:** Students will identify basic information that is common to encyclopedic style entries for state counties and cities or towns. Students will understand that current events influence the significance of a county, city, or town's role in developing history and that most encyclopedic entries are updated when necessary and possible.
- **Student Activities:** Students will analyze the *County Thumbnail* essay for the county in which they attend school and use a specifically designed worksheet to identify basic and historical information. Students will identify significant changes or updates to basic information and will record current events significant to their county or city's role in Washington state history. Depending on their grade level, students will participate in classroom discussion, worksheet activities, and/or writing essays in the HistoryLink.org style.
- **Materials included:** HistoryLink.org *County Thumbnails* and *City and Towns Thumbnails*; Worksheet: County Worksheet or City and Towns Worksheet, and Worksheet: Information Update Worksheet.
- **Materials/equipment needed:** Copies of HistoryLink.org *County Thumbnail* and *City and Towns Thumbnails;* 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...

- to identify specific information that is unique to the county or city/town where they go to school.
- that most encyclopedic entries are updated when possible to include specific current historical, cultural, and social changes that have influenced a specific county or city/town.
- that they have opportunity to contribute suggestions to historians and to historical encyclopedias if carefully researched, and well thought-out and presented.

Performance Objectives:

Students will...

- analyze the *County Thumbnail* or *Cities and Towns Thumbnail* essays to complete grade-level lesson plan assignments.
- interpret what HistoryLink.org writers feel are the most important facts concerning specific historical events or personalities by examining appropriate county or city/town thumbnails essays.
- determine whether there have been significant current events in their county or city/town that should be identified and updated in the *County* Thumbnail or *Cities and Towns Thumbnail* essays and why these events are important to future historians.
- identify and verify updates in basic information or in historically relevant information for their *County Thumbnail* or *Cities and Towns Thumbnail*.
- submit identified updates to HistoryLink.org. using especially designed feedback form. (optional)
- write a City or Town Thumbnail essay for their city or town, using the HistoryLink.org style, if one does not already exist in the database. These assignment essays will not be posted on the HistoryLink.org website.

TIME MANAGEMENT

Elementary: Discussion and Worksheet: 2 45 minute classes **Middle School:** Discussion and Worksheet - 3 45 minute classes **High School (1):** Discussion and Worksheet - 3 classes- 45 minute classes **High School (2):** Essay - City or town not already featured on HistoryLink.org – one week

KEY TERMS

ARCHAELOGICAL: pertaining to the systematic study of past human life/culture by the recovery & examination of remaining material evidence, such as graves, buildings, tools, pottery.

ENCYCLOPEDIA: a book or set of books containing articles on various topics, usually in alphabetical arrangement, covering all branches of knowledge

NATURAL DISASTER: any event or force of nature that has catastrophic consequences, such as avalanche, earthquake, flood, forest fire, hurricane, tornado, tsunami, and volcanic eruption

POPULATION: the total number of persons inhabiting a country, city, or any district or area

PROMINENT: standing out so as to be seen easily; conspicuous; particularly noticeable

SIGNIFICANT: important, of consequence, having an expressed meaning

UNIQUE: having no like or equal; unparalleled; incomparable

TECHNOLOGY: the branch of knowledge that deals with the creation and use of technical means and their interrelation with life, society, and the environment

WASHINGTON STATE EALRS (Essential Learning Requirements) ALIGNMENT

The activities in this project have been designed to complement the following Essential Academic Learning Requirements (EALRs) for Washington state Social Studies.

Elementary and Middle School

	Civ	vics		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
											Х	Х	Х	Х	Х	Х	Х	

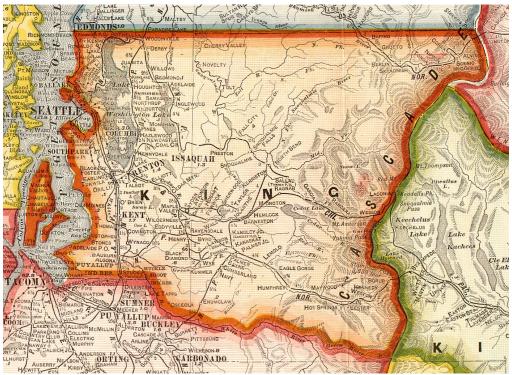
High School

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
				Х					Х		Х	Х	Х	Х	Х	Х	Х	Х

CBA (Classroom-Based Assessments) ALIGNMENT

Why History?—a 6th 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?* (5th grade History), *Technology Through the Ages* (9-10 grade History), or *Cultural Interactions* (12th grade History.).



Map courtesy Washington USGenWeb Archives Project

LESSON PLANS

ELEMENTARY: (DISCUSSION Activity)

Teacher reads the *County Thumbnail* essay and guides the students through the *Analyzing County Thumbnail Essay Worksheet* as a group activity.

Teacher Prep Time: 15 minutes to make copies of essay and worksheet for each studentStudent Activity Time: 2 45 minute class periodsMaterials Needed: Copies of *County Thumbnail* essays and worksheet

MIDDLE SCHOOL or HIGH SCHOOL: (WORKSHEET activity)

Teacher hands out copies of the *County Thumbnail* essay. Next, the teacher allows students to read the essay and then to complete a worksheet (provided with this lesson plan) that asks them to identify basic information, as well as historical events and people. Finally, students are asked to interpret whether or not this fact, event, or person had significance on the development of Washington state.

If basic information is incorrect or outdated, students may choose to compose a class letter to the HistoryLink.org administration listing the changes or updates, and noting where this updated information was found using specific citing requirements. A sample letter and full information on where to find updated information, is included on page 12.

Introduction to this project should include an introduction to HistoryLink.org and how this resource will be used in classroom activities.

Teacher Prep Time: 15 minutes per lesson **Student Activity Time:** 2 45 minute class periods **Materials Needed:** First lesson of year will need copies of Tips for Using HistoryLink.org .This document can be copied from the Education page. Each individual lesson will need copies of the appropriate *County Thumbnail* essay and copies of the worksheet included in this curriculum beginning on page 7.

HIGH SCHOOL (optional essay activity)

If there is no thumbnail essay about the city or town in which the school is located on HistoryLink.org, the class should gather information to prepare their own essay about their city or town using the HistoryLink.org style. Teacher hands out copies of a sample *City* or *Town Thumbnail* and uses the worksheet from the *County Thumbnail* activity to record facts and historical information like that that has been included in the sample essay. Teacher distributes the worksheet (p. 7-11) and students work together or individually to compile information and write a thumbnail of their city or town.

WORKSHEET

Analyzing County Thumbnail or Cities and Towns Thumbnail Essays

Student name

Class/Period

Date

Title of County Thumbnail or Cities and Towns Thumbnail essay:

Who wrote this essay?

When was this essay written?

How many years has it been since it was written?

What is some of the key information that you can find about your county or city/town in this thumbnail essay?

- What is the physical size of this county or city/town?
- How does this county or city/town rank in physical size among other counties or cities/towns in Washington state?
- What is the population of this county or city/town according to this essay?
- Has the population changed since this essay was written? Be sure to note where you found updated information about population change.
- Why do you think the population has either grown or diminished?

- What are some of the prominent geographical features located in this county?
- What are some of the most well-known local attractions (parks, museums, tourist attractions, historic landmarks) in this county/city or town?
- Who are the most important personalities who have lived, worked, or visited this county or city/town? Why are they important?

- List any natural disasters that have occurred in this county or city/town.
- What is the economic base of this community or county? What are the main industries or businesses? Has that changed over time?

Historical Information:

- Does the name of this county or city/town have a special meaning? If so, what does the name mean and why was it selected?
- What archaeological finds or events noted in the *County Thumbnail* or *Cities and Towns Thumbnail essay* are significant to the history of Washington state?
- Have there been any other archaeological finds since the original *thumbnail essay* was written?
- Were there any Native American tribes that lived in this county or city/town? Name the tribes and any important information about their lives in this area.

• When was this county or city/town first settled? List the names of the first settlers and their families.

• List any special stories or historical information about the first settlers.

• Describe any information that is unique to the history of this county or city/town.

Are there any people whose contributions to the history of this county were not mentioned? If so, please list and describe how they have influenced the local history, your family, neighborhood, or school.

For each new fact or update, please record where you found the new information. Record all information needed to find the source for each. Use the back of this page to record that information.

Create a list of at least 5 important KeyWords from this essay. If 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.

Do you have recent or updated photos to help tell the current events or personalities. If so, include the following information:

- Photographer
- When taken
- Organization
- Photo Collection Number

Citing My Sources: It is very important to list all of the important information needed in order to find the original source of the information that you use in your essays or when suggestions updates in encyclopedia essays or materials.

WHO wrote this information (author)?

WHAT was the title of the chapter or article that you found this information in?

WHAT is the name of the book, newspaper, or internet source that you found this information in?

WHO published the book, newspaper, or internet source?

WHEN was it written?

WHAT page was it found on?

WHEN did you access or use this information for your assignment (if using an Internet source)?

EXAMPLE: Clarence B. Bagley, *History of King County, Washington* (Chicago-Seattle: The S.J. Clarke Publishing Company, 1929), 16.

(Date)

Dear HistoryLink.org editor,

Our class has been studying the history of _____ County -- the county in which our school, _____ is located. First we read the *County Thumbnail* from the HistoryLink.org website and then completed a worksheet that helped us to identify basic information and historically significant facts about _____ County.

Since this essay was written in _____, there are updates to basic information that our class has identified and that you might be interested in.

This updated information was found in the following source:

You also might be interested in the following information regarding more recent current events that have taken place in _____ County.

This updated information was found in the following source:

You also might be interested in the following person who is important to the current history of ______ County.

This updated information was found in the following source:

Thanks for giving us the opportunity to learn about our county and to identify updates to the ______ *County Thumbnail.*

Sincerely,

Student/Class Name

School

Town

(Date)

Dear HistoryLink.org editor,

Our class has been studying the history of ______ (city or town) – this is where our school, _______ is located. First we read the *City* or *Town Thumbnail* from the HistoryLink.org website and then completed a worksheet that helped us to identify basic information and historically significant facts about ______ (city or town).

Since this essay was written in _____, there are updates to basic information that our class has identified and that you might be interested in.

This updated information was found in the following source:

You also might be interested in the following information regarding more recent current events that have taken place in ______ (city or town).

This updated information was found in the following source:

You also might be interested in the following person who is important to the current history of ______ (city or town).

This updated information was found in the following source:

Thanks for giving us the opportunity to learn about our county and to identify updates to the ______ *City* or *Town Thumbnail.*

Sincerely,

Student/Class Name

School

Town