



Talent Elementary School Then and Now

The lessons in this unit were developed by the Talent Historical Society to go with a large, oversized “book” created by a Talent Elementary teacher, Genevieve Holdridge, and her students, documenting the school and the City of Talent from 1956-1966. The lessons generally match second grade standards with adaptations offered to include 3rd grade standards. The standards covered by this curriculum are listed at the end of the lesson six of the curriculum. There are modifications for home study, and some of the image files and lessons will be available on our website, www.talenthistory.org/classroom.html. Several of the lessons require the copy of Mrs. Holdridge’s large book, referred to as the “Flip Book” in the lessons. The pages from the large book needed for the lessons may be accessed here on the website. Lesson 2, the [Kindling Activity](#), requires a group, so is difficult to adapt to home study, and might have to be skipped for students working from home. All lessons adapted for home study are marked in the curriculum guide by an asterisk * This special unit has been created thanks to grants from the Oregon Heritage Commission and the Jackson County Cultural Coalition, who have also funded the creation of more local history curriculum and two new Museum exhibits to come in the near future.

Talent Historical Society’s Curriculum Goals

- Help teachers by putting resources for teaching local history, and meeting State Social Science standards, in their hands
- Increase student awareness of local history, including important people, places and events in our community’s history
- Foster the idea that we are making history now and keeping historical records for the future while helping students learn about and appreciate primary sources from the past
- Increase sense of place and participation in our community today
- Engage families of students in the activities of the Talent Historical Society

To Talent Elementary Teachers

We know you are busy, so we have tried to keep instructions to teachers brief and clear. We really hope to spark your own interest in Talent's history as well as your students'. We are always ready to help by explaining, receiving feedback, presenting in the classroom, making appointments for you and your students at the Museum, and offering whatever other support we can. We encourage you to use the ideas and resources in these lessons to create your own way to present it to your students, and if you find the ideas put forth in these lessons useful, we will be happy that we could provide them for you.

All lessons could be adapted for 2nd grade or 3rd grade level. We've made some notes to help with that. The best way to determine which lessons will be used at which grade level is for teachers to talk to each other and decide how you might each want to use them and adapt them.

How to Use these Lessons

This curriculum not only addresses Oregon State Social Science Standards, but also Language Arts, Writing, Listening and Responding Skills, Leadership, Math, and the Arts as well. Some Physical Education activities are included. All lessons may be adapted to various grade levels.

-We have tried to provide some simple, short activities in this unit and some longer projects. You can do all, one, or some, of the activities, whatever suits you and your class. Feel free to springboard off lessons and materials to do a creative project.

-Students will respond and participate more in smaller groups. So, divide the class appropriately to work on the lessons. The partners or small groups can share out their work and/or discoveries to the whole class in a culminating activity so that all students can benefit from what each student has done.

- Lessons are set up so that most student work could be put into individual folders for students to take home when the lessons are completed. For 3rd grade it is suggested that the students make journals too.

-Due to the crisis we are experiencing this year, we are attempting to make some activities that can be done online, by email or at home. Lessons that can be done at home will have an asterisk (*). Parts of the curriculum will be available online to students via the Talent Historical Society Natural History Curriculum webpage, www.talenthistory.org/classroom.html

-Words, pictures, drama and music – Students can be encouraged to express themselves with words, drawings, photos, dramatic skits or in song. The teacher can decide which

parameters to allow or encourage. To assist students with writing, please see the notes section of lesson two on use of a Word Bank.

List of Lessons

Lesson 1 – Overview of the Flip Book, which shows what Talent Elementary School was like from 1956-1966. These images may be accessed on the [Talent Historical Society Local History Curriculum Webpage](#), or on the actual Flip Book, one copy in the Talent Museum, or one of two copies delivered to Talent Elementary Teachers (one copy for the second grade and one copy for the third grade).

Lesson 2 - [Kindling Activity](#) -find out what students know about the school now. Let them learn from other students, and the teacher(s)

Lesson 3 – [Then and Now](#) – Use the “Then and Now” sheet to record what students know, have learned, or observed about Talent Elementary Then and Now

Lesson 4 - [Today will be History in the Future](#) – what should we record?
We will record people places or events. Map your school and home. Locate these places on a map of Talent. Make a map of your classroom, or the whole school.

Lesson 5 - [Making a Time Capsule](#) – Learn what artifacts are, and why labels or definitions of their importance are helpful for understanding their place in history. Make a Time Capsule with artifacts from the present that will let people in the future would know what you school was like.

Lesson 6 - [Art](#) – Make a drawing or a collage that represents your school now. Use any images you like, drawings, photos, 3-D art, or magazine images.

Oregon State Standards – In addition to the standards listed below for 2nd and 3rd Grade Social Science, this curriculum also addresses standards from other subjects such as, writing, researching, oral communication, the arts, drama and physical education.

Grade 2 - 2.11 Use basic information on maps and other geographic tools to locate, identify and describe physical and human features of the community. 2.12 Identify relative location of school and community in the state and nation and the world. 2.13 Identify cultural characteristics of the community. 2.14 Use and apply cardinal directions to locate and identify features on maps (such as oceans, cities, continents). 2.15 Use a simple grid system, symbols, and other information to locate the physical and political features of places on maps and globes. 2.17 Identify and describe community celebrations, landmarks, symbols and traditions and explain why they are significant to the cultural heritage of members of the community. 2.18 Differentiate between events that happened in the recent and distant past. 2.20 Generate questions using a historical source as it relates to the local community's history. 2.21 Explain how people and events of the past influence the present. 2.22 Understand that cause and effect relationships help recount events and understand the events that led to the development of the community.

Grade 3 - 3.8 Use geographical tools (maps, satellite images, photographs, Google Earth, and other representations) to identify multiple ways to divide Oregon into areas (such as tribal, river systems, interstate highways, county, physical, industry, agricultural). 3.9 Describe and compare physical and human characteristics of regions in Oregon (tribal, cultural, agricultural, industrial, etc.). 3.13 Apply research skills and technologies to gather information about the past in a region. 3.14 Explain why individuals and groups (e.g. socioeconomic, ethnic, and religious groups, and other traditionally marginalized groups) in the same historical period differed in the way they viewed and interpreted historical events 3.15 Explain how sources serve different purposes for answering historical questions. 3.17 Use a variety of historical sources including artifacts, pictures and documents to identify factual evidence. 3.18 Identify and compare different ways of looking at an event, issue, or problem with an emphasis on multiple perspectives. 3.19 Analyze different ways that people, other living things, and the environment might be affected by an event, issue, or problem.