

## Lesson 2 | Reporting on State History

Bring local history to life for students with a short research and writing activity.

### Objective

Students will research a historical event and write a newspaper article showing how it affected young people like them.

### Standards

**Common Core ELA,  
Grades 3–4**

- W.7 Conduct short research projects

### Time

60 minutes

### Materials

- Find the Facts, Then Tell a Story! activity sheet
- State history books or other research materials (optional)

### Need more copies?

Printer-friendly versions are available online at [scholastic.com/experiencinghistory](http://scholastic.com/experiencinghistory).

### FOR ONLINE

**SEL lesson**, visit [scholastic.com/experiencinghistory](http://scholastic.com/experiencinghistory) for a lesson on facing challenges, including excerpts from American Girl books for read-alouds!

**1** Have students imagine what life in their state would have been like in another time period. (Choose a time period in line with what students are learning in history.)

**2** Explain that when we read about history, we should remember that it happened to real people just like us whose daily lives were shaped by the conditions of the time and affected by events they had no control over. For example, in the American Girl books, the Great Depression changes Kit's daily life, and Josefina's family pulls together after a flood threatens their ranch.

**3** Distribute the Find the Facts, Then Tell a Story! activity.

**4** Using the activity page as a guide, have students research an important event in their state's history (a political change, a natural disaster, etc.). Depending on your classroom resources, you can have students conduct a safe internet search or visit the school library, or you can provide print resources for them to use. Have students take notes on Part 1 of the activity sheet. To decrease the challenge, have all students focus on the same event, and work together to analyze sources that you have preselected.

**5** As students research and take notes, they should consider how a young person living at



that time might have felt or how their day-to-day lives might have changed. Before transitioning to writing, have students turn-and-talk to infer young people's experiences based on the facts in their primary or secondary sources.

**6** Direct students to use their notes to plan and write a story or newspaper article that includes:

- ◆ accurate historical information
- ◆ what, where, when, who, how
- ◆ inferences about how the event might have affected young people's daily lives

### EXTENSION

Connect to Lesson 1 by having students write a (fictional) short interview with someone who experienced the historical event. Encourage students to include strong verbs describing the dialogue.

Name \_\_\_\_\_

# Find the Facts, Then Tell a Story!

Use this sheet to plan a story or article about a historical event in your state. If you need more space, record your research on the back of this page.

## ➔ Part 1: Research

1. Choose an event from your state's history. \_\_\_\_\_  
\_\_\_\_\_

2. What happened?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. When and where did it happen?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Who was involved?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. How did it change young people's lives?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## ➔ Part 2: Write

On a separate piece of paper, write a story or newspaper article about this event. Show how the event affected young people's lives.