

Community History

Pages C1–C24 provide resources, instruction, and activities that you can use as students begin the historical investigation of their community. Some of these pages can be used as reproducible copying masters that can help students plan, complete, and share their research. Students may also find helpful information in the Student Edition when studying their community history. For example, you may want to have students refer to the Your Community questions at the end of each lesson review, the Discover Your Community's History lesson on pages 224–231, and the Research Handbook on pages R14–R23.

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The information in the **Community History** section may be used independently as your class studies their community in California. It may also be used in conjunction with the Student Edition of *Our Communities*. This planning chart provides teaching suggestions on how to correlate the **Community History** to your study of *Our Communities*.

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Local History and Research Skills Books For Teachers and Students

Books for Students

Portions of the following books contain information for readers of all abilities. However, your experience and knowledge will best determine which of these books are most appropriate for your students.

Flanagan, Alice K. *Exploring the Library*. Gareth Stevens, 2001. Covers all types of libraries, library resources (including DVDs and online resources), the Dewey decimal system, library staffing, and typical activities at school and public libraries.

Gibbons, Gail. *Check It Out! The Book About Libraries*. Sagebrush, 1999. This book discusses what can be found in a library and the services different libraries provide their communities.

Guthrie, Donna, Nancy Bentley, and Katy Keck Arnsteen. *The Young Author's Do-It-Yourself Book*. Millbrook, 1994. With colored drawings and instructive text, the authors provide the steps for creating, editing, and publishing a book. Also by the same author is *The Young Journalist's Book* (1998), an e-book available through ibooksinc.com.

Hamilton, John. *The Internet*. Abdo, 2004. Provides an overview of the Internet, the World Wide Web, and e-mail.

Kurjian, Judi. *In My Own Backyard*. Charlesbridge, 1993. A young child looks out a bedroom window, seeing the backyard as it would have looked during various historical and geological periods.

Lock, Deborah. *A Trip to the Library*. DK, 2004. When Lauren and her mother visit the library to find out what there is to do in their new town, they are introduced to the building and its services by their new neighbor, Dan.

Books for Teachers

Many of the following books provide background, instruction, and activities on local history that you may wish to share with your students.

Cooper, Kay. *Who Put the Cannon in the Courthouse Square? A Guide to Uncovering the Past (Discover It Yourself Books)*. Avon Books, 1993. This guide offers background and activities you can use to help young historians look for clues and put information together.

Danzer, Gerald. *Public Places: Exploring Their History*. AltaMira Press, 1997. This book considers the historical importance of public places and how to investigate them. Other titles by this publisher include *On Doing Local History*; *Local Schools: Exploring Their History*; *The Pursuit of Local History*; and *Interpretation of Historic Sites*.

Jungreis, Abigail. *Know Your Hometown History: Projects and Activities*. Franklin Watts, 1992. This book includes instructions and activities for you and your students on how to research the history of a place name and how to make a patchwork quilt of local history.

Levtik, Linda S. and Keith C. Barton. *Doing History: Investigating with Children in Elementary and Middle Schools*. Lawrence Erlbaum Associates, 2001. The authors provide case studies of teachers and students in diverse classrooms doing history. In addition, they provide text that shows students participating in authentic historical investigations.

Stanley, Deborah. *Practical Steps to the Research Process for Elementary School*. Libraries Unlimited, 2001. Presents detailed, practical advice and tools for teaching elementary school students the research process, discussing reading for comprehension, handling sources, writing, and integrating technology.

Weitzman, David L. *My Backyard History Book*. Little Brown & Company, 1975 (reprinted edition available 2006). A clever book that shows how history is a celebration that includes the people who are here right now. There are many projects and activities that will help you and your students discover that history is in your own backyard.

Note that information, while correct at time of publication, is subject to change.

California Historical Societies

The following list is a sample of some of California's historical societies. To find information about historical societies by county, see the entry at the bottom of the page.

- Berkeley Historical Society**
Located at 1931 Center Street, Berkeley, California
Mail: P.O. Box 1190, Berkeley, CA 94701-1190
Phone: (510) 848-0181
<http://www.ci.berkeley.ca.us/histsoc/>
- Big Bear Valley Historical Society and Museum**
P.O. Box 513, Big Bear City, CA 92314
Telephone: (909) 585-8100
<http://www.bigbear.us/history/index.html>
- Butte County Historical Society**
P.O. Box 2195, Oroville, CA 95965
Phone: (530) 533-9418
- Calabasas Historical Society**
P.O. Box 8067, Calabasas, CA 91372
Telephone: 805-495-3055
E-mail: arlene@earth2net.com
http://digital-library.csun.edu/heritage_network/calhs.html
- California Historical Society**
678 Mission Street, San Francisco, CA 94105
Phone: (415) 357-1848
<http://www.californiahistoricalsociety.org/>
- Contra Costa County Historical Society**
610 Main Street, Martinez, California 94553
Phone: 925-229-1042
FAX: 925-229-1772
E-Mail: Contra Costa County Historical Center
<http://www.cocohistory.com/>
- Forest Hill Divide Museum/Forest Hill Divide Historical Society**
24601 Harrison Street, Foresthill, CA 95631
Telephone: (530) 889-6500
www.foresthillhistory.org
- History San José**
1650 Senter Road
San Jose, CA 95112
<http://www.historysanjose.org/>
Telephone: (408) 287-2290
- Historical Society of Long Beach**
Located at The Breakers, 210 E. Ocean Blvd., Arcade Level, Long Beach
Mail: P.O. Box 1869, Long Beach, CA 90801
Telephone: 562-495-1210, Fax 562-495-1281.
www.historicalsocietylb.org
- Little Landers Historical Society (Bolton Hall)**
10110 Commerce Ave.
Mail: P.O. Box 203, Tujunga, CA 91043
Phone: 818-352-3420
FAX: 818-352-9964
E-mail: BoltonHallNews@msn.com
http://digital-library.csun.edu/heritage_network/llhs.html
- Los Angeles City Historical Society**
P.O. Box 41046
Los Angeles, CA 90041
Phone: (213) 891-4600
lacityhistory@www.lacityhistory.org
<http://www.lacityhistory.org/>
- Los Californianos**
P.O. Box 600522, San Diego, CA 92160-0522
E-mail: LaTejedora@loscalifornianos.org
<http://www.loscalifornianos.org/>
- Mariposa Museum & History Center**
5119 Jesse St. P.O. Box 606
Mariposa, CA 95338
Phone: 209-966-2924
<http://www.yosemitelinks.com/historycenter/>
- Nevada County Historical Society**
P.O. Box 1300
Nevada, CA 95959
Phone: (916) 265-5468
<http://www.nccn.net/~histsoc/welcome.htm>
- Orange County Historical Society**
1900 W. Glen Oaks, Apt. C Anaheim, CA 92801
Phone: (714) 543-8282
vvigus@pacbell.net
<http://www.orangecountyhistory.org/>
- Placer County Historical Society**
P.O. Box 5643, Auburn, CA 95602
www.placercountyhistoricalsociety.org
- Ridge Route Communities Museum & Historical Society**
P.O. Box 684, Frazier Park, CA 93225
Phone: 805-245-7747
E-mail: rrchs@frazmtn.com
<http://www.frazmtn.com/~rrchs>
- Sacramento County Historical Society**
P.O. Box 160065
Sacramento, CA 95816
<http://www.sachistoricalociety.org/>
- San Diego Historical Society**
Casa de Balboa, Balboa Park
P.O. Box 81825
San Diego, CA 92138
Telephone: (619) 232-6203
<http://www.sandiegohistory.org>
- San Francisco Museum & Historical Society**
P.O. Box 420569, San Francisco, CA 94142
Phone: (415) 775-1111
info@sfhistory.org
<http://www.sfhistory.org/>
- San Juan Capistrano Historical Society**
31831 Los Rios Street, San Juan Capistrano, CA 92675
Telephone: (949) 493-8444
info@sjhistoricalsociety.com
<http://www.sjhistoricalsociety.com/>
- San Joaquin County Historical Society**
11793 N Micke Grove Road, Lodi, CA 95240
Phone: (209) 331-2055
Fax: (209) 331-2057
<http://www.sanjoaquinhistory.org/>
- San Mateo County Historical Association**
777 Hamilton Street, Redwood City, CA 94063
Phone: (650) 299-0104
<http://www.sanmateocountyhistory.com/>
- Society of California Pioneers**
Located at 300 4th Street,
San Francisco, CA 94107
Phone: (415) 957-1849
www.californiapioneers.org
- Society of Hispanic Historical & Ancestral Research**
P.O. Box 490, Midway City, CA 92655-0490
mimilozano@aol.com
<http://members.aol.com/shhar/>
- Sonoma Valley Historical Society**
Located at the Depot Museum, 2701 1st Street West, Sonoma (near the Plaza)
Mail: P.O. Box 861, Sonoma, CA 95476
Telephone: (707) 938-1762
Fax: (707) 938-1762
E-mail: depot@vom.com
- South County Historical Society**
P.O. Box 633, Arroyo Grande, CA 93420
Telephone: (805) 481-4126
www.SouthCountyHistory.org

You may also visit this site to find a list of historical societies by county:
http://www.californiahistoricalsociety.org/programs/ca_listings/054.html

California Websites

California Indians

Alliance of California Tribes

<http://www.allianceofcatribes.org/californiaindians.htm>

Site contains links to websites of numerous tribes, bureaus, and agencies.

California Indian Museum & Cultural Center

<http://cimcc.org/links.htm>

Lists of California tribes and links to their websites.

History of American Indians in California

<http://www.cr.nps.gov/history/onlinebooks/5views/5views1.htm>

National Park Service site that traces the history of Indians in California.

Economics

The National Council on Economic Education (NCEE)

<http://www.ncee.net/>

A nationwide organization that helps promote economic literacy.

California Council on Economic Education

<http://www.ncee.net/network/results.php>

Provides resources on economic education.

Geography

California Geographic Alliance

<http://www.humboldt.edu/~cga>

Provides information for teachers and students about California's geography.

Maps of States and Cities

<http://www.lib.utexas.edu/maps/california.html>

Historical, geological, topographical, and other maps of the state of California and individual cities can be accessed through this site. Maps are from the Perry-Castaneda Library Map Collection at the University of Texas at Austin.

Government

California State Home Page

http://www.state.ca.us/state/portal/myca_homepage.jsp

Contains information about government, economics, history, culture, and more.

State and Local Government on the Net: California

<http://www.statelocalgov.net/state-ca.htm>

Connections to official state, county, and city government pages.

History

The American West

<http://www.americanwest.com/>

Provides information about the frontier and pioneer days of the wild west and today's present-day west.

California Historical Societies, Preservation Organizations, and Programs

<http://www.preservationdirectory.com>

Site provides a listing of historical societies and historic preservation societies.

California Historian

<http://www.californiahistorian.com/>

Website of the Conference of California Historical Societies, which provides guidance and information about historical organizations throughout California.

California State History

<http://www.californiahistorian.com/links-other.html>

(Select "History and Culture of California" in the navigation area.) Comprehensive reference source includes geographical facts, population statistics, social and economic facts, and cultural facts and figures.

California State History Museum

<http://www.goldenstatemuseum.org/>

Site has useful lesson plans for units on regions, people, growth after the gold rush, the state seal, the three branches of government, and state symbols. Also provides gallery guides, learning games, and teachers' guides to enhance lessons on California history.

Library of Congress American Memory Historical Collection

<http://memory.loc.gov/ammem/>

On-line access to sound recordings, still and moving images, prints, and written and spoken words that document the American experience.

Oakland Museum of California

<http://www.museumca.org/goldrush/index.html>

Provides information about California's natural wonders and historic events.

Missions

California Mission Studies Association

<http://www.ca-missions.org/>

Site provides info for the study and preservation of the California missions, Presidios, pueblos, and ranchos and their Native American, Hispanic, and early American past.

Photographs of California Missions

<http://www.cmp.ucr.edu/exhibitions/missions/>

Compiled and presented by the California Museum of Photography, this site features historic photographs of all 21 California Missions from as early as 1895.

Railroad

California State Railroad Museum

<http://www.californiastaterailroadmuseum.org/>

(Select "Explore and Learn" in the navigation area.) Provides information on the history of the railroad and its impact on people and places in California.

Transcontinental Railroad

<http://www.pbs.org/wgbh/amex/tcrr/>

Includes a teacher's guide to the PBS special "Transcontinental Railroad."

Tools for Teaching

California State Archives' "Learn California" Resource

<http://www.learncalifornia.org/>

This site contains the collections of the California State Archives. Teacher lesson plans are provided and aligned with the California Department of Education's content standards for California public schools.

History Course Models for California Teachers

<http://www.history.ctaponline.org/index.cfm>

Includes model lessons for each of the grade 3 history social science standards.

Links to the Past

<http://www.cr.nps.gov/toolsfor.htm>

Designed for use with students in grades 1-12 this site provides historical information for teachers, including lesson plans.

SCORE History/Social Science

<http://www.score.rims.k12.ca.us/index.html>

Provides links and activities that relate to different parts of California and the study of grade 3.

U.S. Gazetteer

<http://www.census.gov/cgi-bin/gazetteer>

Search the U.S. Census Bureau database by town or county and find current and historical population statistics.

Tourism

California Division of Tourism

<http://gocalif.ca.gov/>

Home page of the California Division of Tourism offers guidelines to visitors, including maps, weather information, and a searchable database.

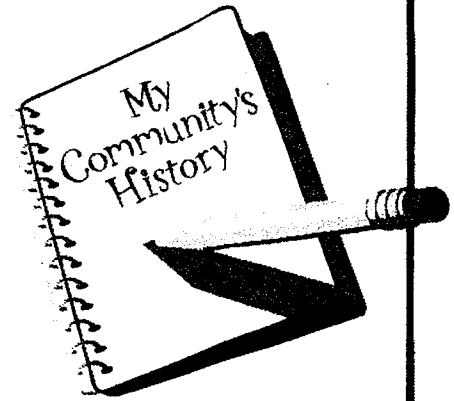
California State Parks

Find out more about California's state parks.

http://www.parks.ca.gov/default.asp?page_id=486

Note that information, while correct at time of publication, is subject to change.

About Primary Sources



What is a primary source?

Primary sources are often the most direct way for you to learn about history. Primary sources are firsthand information. Primary sources for studying your community can include maps, photographs, oral histories, letters, newspapers, and other sources. A newspaper or magazine article that was written by someone who was at an event is also a primary source.

Where can you find primary sources?

Look for primary sources at your local public library and at community historical societies and museums. Ask your librarian for help finding them. People you know may also have their own collections of old photographs, newspapers, and maps. All of those are also primary sources! Don't forget about items on display in your school's hallways and hanging on the walls in libraries, office buildings, restaurants, and in other places in your community.

How to Study Primary Sources

To get the most from a primary source, you may need to think like a detective. Use questions such as those in the following examples when you examine primary sources.

A Photograph

What is the setting of the photograph? Where are the people, and what are they doing? What is the place like? What is happening in the photograph? Do you see anything in the photograph that you would not see today? (Look at what people are doing and wearing as well as at the objects and setting.) List three things the photograph tells you about the historical period. Why do you think the photograph was taken? Who do you think was the intended audience?

A Newspaper or Magazine

What stories were the big news of the day? What other stories were people interested in? What issues were citizens concerned about? Can the stories tell you who some of the community's leaders were at the time? What kinds of goods or services are advertised in the newspaper? What do the advertisements tell you about what people bought, wore, or did for fun? Are there comics, games, or other kinds of entertainment in the paper? What do you see in this newspaper that you would not see today?



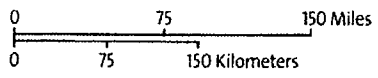
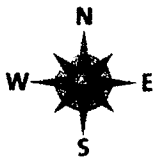
An Artifact

What is the object made of? Has it been taken care of? How do you think the object was used? Who might have owned it? Who might have used it? Was it a special object or an everyday, common item? Does it seem to have been used a lot? What might the object have meant to the owner or the community? Are there any words or letters on the object? What information about the object has been provided for you? What other questions do you have about the artifact?

A Map

What is the title of the map? What does the legend show? What does the map show? How is the land on the map different from your community today?





Local Geography



First, fill in the blanks for these general statements.

I live in the community of _____.
It is located in the _____ geographic region
of California. My community is in _____
County. Two nearby communities are _____ and
_____. Some of the physical features of my community are

Next, use these questions to help you find out why geography is important to the history of your community.

In the past, what things about your community's geography may have made life easier for people? Harder? _____

How have people changed your community's geography to fit their needs?

How have people changed their lives to fit the community's geography?

Is your community famous for any of its geographical features? Which ones?

What natural resources are found in your community? How are they used?

What is the climate like in your community? _____

Why do you think your town was built where it is? _____

Local California Indians



Answer these questions to find out more about the California Indians of the area near your community.

What American Indian group or groups lived near your community in the past? What American Indian group or groups live near your community today? _____

What kinds of homes and other structures did they build? _____

What tools and building materials did they use? _____

What foods did they eat? _____

What clothing and decoration did they wear? _____

What customs or ceremonies did they have? _____

What type of government did they have? _____

What type of economy did they have? _____

What streets, buildings, or other features in your community have California Indian names? _____

What other evidence of California Indian culture do you see in your community today? _____

Local History



What questions about your community's history interest you? Think about the buildings, signs, objects, and people you see each day. What would you like to know about them?

For example, look for old buildings near where you live. They might have had another purpose in the past. Find out if your community has a main street. Your community may have been very different when your grandparents were children. People probably traveled from place to place in different ways. The people in your community would also have made a living in different ways. What games did the children play?

You might also want to know the story behind your community's name. Has it ever had a different name? Did life there change when the first European settlers came to your area? What other people have come since then? What cultural traditions and contributions have these people made?

Think of two questions that interest you about your community. For each, tell where you will look for information. Then record your answers.

Question 1. _____

I will look _____

I found out that _____

Question 2. _____

I will look _____

I found out that _____

Local Government



Find out what kind of government your community has. Many communities have a group of leaders called a commission or a council. If yours does, find out how many people are in that group. Who is their leader?

Many community governments have Internet sites. Does yours? If not, look in your telephone book under the name of your community. Try to find at least one name, telephone number, e-mail address, or website you can use to find information. People in your community who are old enough to vote may also be able to help you.

I got information on my local government from _____

My community is governed by a _____

_____ leads that group. Some services my

local government takes care of are _____

_____, and _____

One question I have about my local government is _____

The answer I found is _____

Another question I have about my local government is _____

The answer I found is _____

Local People and Symbols



What places in your community are named for people in the community's history? Look around you. Are there bridges, buildings, schools, parks, or businesses named for important citizens? What statues or monuments are in your community? Are there any roadside historical markers nearby?

Check to see if your community has a nickname or a symbol. Find a flag, seal, or other picture that represents your community. What is on it, and how is it connected to your community's history?

On the chart below, list the people and symbols you find. Then list a person you might ask or a place you might look for information about the people or symbol. Finally, list what you learned about each person or symbol. Why was each one important to your community?

Person or Symbol	Place to Find Information	What I Found Out

Local Economics



Many adults in your community have jobs to do and bills to pay. That also means they know something about the economics of your community. Ask adults around you to help you answer these questions.

What are some of the businesses and organizations in your community where many people have jobs? What goods or services do those places provide? _____

What are some of the small businesses in your community? What goods or services does each one provide? _____

What organizations in your community provide goods or services that people pay for with their tax dollars? _____

What new businesses have come into your community in the past few years?

What businesses have left your community? How did the community change when each business went away? _____

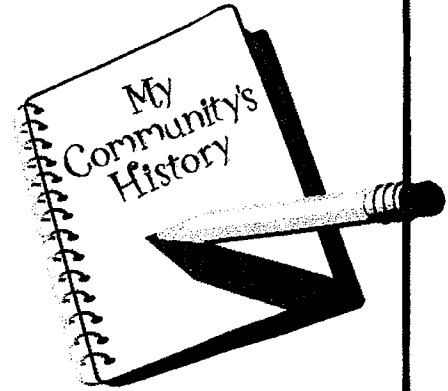
What do people in your community do to make money? _____

Where do people in your community keep the money they save? _____

How do people in your community spend their money? _____

My Community's History

Here are some of the facts I already know about my community's history.

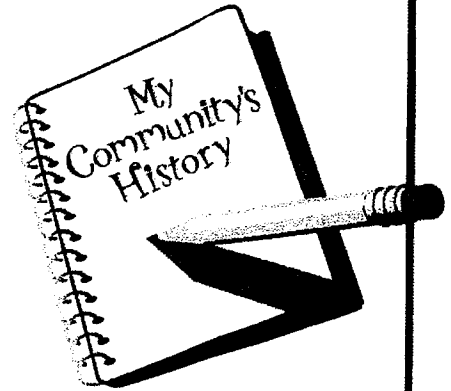


I would like to know more details about _____

I have always wondered about _____

Some other questions I have about my community's history are _____

My Action Plan



Making My Action Plan

What I want to find out _____

What help I think I will need and the people I will ask

Resources I will need to gather _____

Reviewing My Action Plan

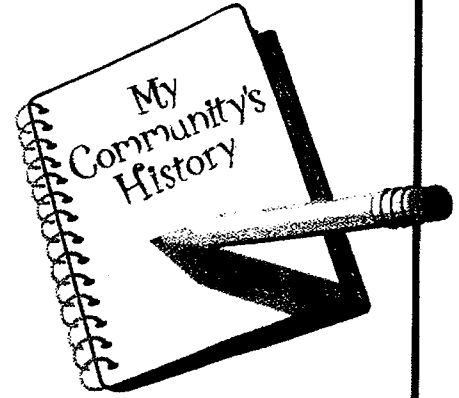
How my plan worked _____

What I would do differently next time _____

Taking Notes

Taking notes is a kind of writing that helps you remember things. As you do research on your community's history, you can take notes to help you remember what you hear or read.

One way to take notes is to write on index cards. Use one card for each main idea. Then add facts below the main idea. Write the source of the information at the bottom of the card.



topic
**main idea stated
as a question**

Magalia

How did Magalia get its name?

facts

Started as a gold rush mining camp that was called "Dogtown" because of the many dogs that lived there. Women residents did not like the name and asked to have it changed.

Name became Magalia in 1862.

In the Latin language, Magalia means "cottage."

source

"Welcome to Dogtown," The California Territorial Quarterly, at:

<http://www.californiahistory.com/dogtown.html>

Community History Time Line

A time line lists historical events in the order in which they happened. On the chart below, list events in the history of your community and the year in which each event happened.



Date: _____
What happened? _____

Date: _____
What happened? _____

today

Date: _____
What happened? _____

Date: _____
What happened? _____

past

Date: _____
What happened? _____

Interviews and Oral Histories



Oral history is history you learn when someone else tells it to you. You can get an oral history from someone by interviewing him or her. Use this sheet to help you plan an oral history interview.

Step One Think of a person you can interview. Who do you know who has lived in your community for many years? The older the person is, the more he or she may know about the history of your community.

I would like to interview _____

Step Two Write to or call the person. Tell him or her who you are and why you would like to interview him or her. Ask the person to set a time and place for you to meet. If that person can't meet with you, think of another person.

I have an appointment to interview _____

on this date _____ **at this time** _____

at this place _____

Step Three Make a list of questions to ask during your interview. Try to think of questions that will lead to interesting answers. You will also need basic information, such as the person's name, where and when he or she was born, and how long he or she has lived in your community. List your questions. Below are some ideas to get you started.

What was your neighborhood like?

What big events do you remember?

What did people here do for fun when you were a child?

Have factories started or closed down since you have lived here?

How did you stay cool in the summer and warm in the winter?

What did your parents do to earn a living?

Have you ever met a President or other famous person?

What was school like for you?

Have any famous or important people visited the community?

What was your first job?

What did the town look like long ago?

Do you remember any storms, earthquakes, or fires that affected our community?

Suggestions to help with an interview start on page 226 of your textbook. Don't forget to use them!

Community Biography



A community biography is the life story of a person who lives in your community. It is not the same as an oral history. A community biography is a more detailed, complete picture of your subject's life. That person does not have to be famous, and he or she may no longer be living.

Your community biography can tell about a person you have never met. However, you may wish to complete an oral history interview and a community biography on the same person!

Basic Information

(Every biography needs these.)

- Full name
- Where and when person was born, and where living if still alive
- Where and when person died (if no longer living)
- Family information
- What the person is best known for, famous for, or most proud of
- List of accomplishments and 4 to 6 key events in person's life
- Why you chose this person for your report
- How he or she affected your community

Optional Information

(You can add any or all of these.)

- A photograph or picture of the person
- A description of the person's childhood talents or interests
- What you learned that surprised you about the person
- A sacrifice the person had to make
- A problem or obstacle the person had to overcome
- What else you would like to know about the person

Places to Visit

Choose a place to visit in your community. Use this sheet to report on your visit.



Place I visited _____

I visited on (date and time) _____

What I saw on my visit _____

Workers I met from the place (include tour guides, park rangers, museum guides, and so on) _____

What I learned on my visit _____

Why I think others should visit this place

Other places I would like to visit someday _____

Sharing Your Research



After you have gathered information about your community's history, you should plan how you will share what you have learned.

Decide how you will share what you have learned. Will you share your information in written form, oral form, or visual form? Or will you make a presentation that combines things in all three forms?

Written	Oral	Visual
Biography	Audiotape	Cartoon
Dialogue	Dramatization	Chart
Editorial	First-person narrative	Collage
Essay	<i>(you speak as if you are the person)</i>	Diagram
Journal	Newscast	Display
Letter	Oral presentation	Filmstrip
Magazine article	Play	Graphic organizer
Newspaper article	Rap	KWL chart
Persuasive writing	Skit	Map
Questionnaire/Survey	Song	Picture Book
Research report	Speech	Scrapbook
Story	Teach a Lesson	Slide show
Test	Other oral products	Storyboard
Other written products		Time Line
		Other visual products

You may also want to share what it was like to be a historical researcher. You might share

- what you did and why you did it.
- what worked well for you.
- what did not work as well or what you would do differently next time.
- what else you would like to find out about your subject or subjects.