

Curriculum Template

Dig Deep CBA @ the Clark County Museum

Lesson Title: Vancouver Graffiti

Creators: Judie Cole and Lynn Butts

Contact Info: Judie.Cole@vansd.org or Lynn.Butts@vansd.org

Do we have permission to publish the contact information? yes no

Course(s): Washington State History

Grade Level(s): 10th Grade

Summary of Lesson: Guided research modeling sample of post-World War II Vancouver, WA

Time Required: Approximately two weeks, some activities will be completed outside of class.

CBA Components

Essential Question: How are societal changes reflected in high school culture?

Central Guiding Question: What was the most significant change reflected in high school culture from World War II to the present?

Required CBA Components:

1.2.3 Identify issues and or events in Washington schools.

1.1.3b Compare and evaluate competing historical narratives and analyze multiple perspectives. (The Clark County Historical Museum, Hudson's Bay yearbooks, and the Columbian.)

3.2 Analyze how the environment of the school and environmental changes affect people.

Culminating Activity:

Culminating Activity for the Dig Deep CBA :

In a persuasive paper or presentation, you will:

- a. Develop a thesis on a historical question that is supported by analysis of specific artifacts and/or primary sources involved in generational high school cultures.
- b. Describe three differing published interpretations on local historical questions that are relevant to your thesis.
- c. Describe the interaction between geographic factors and the social, economic, and cultural aspects of the historical question.

Relevant Secondary Sources:

"About.com: 80s Music." About, Inc. 2007. 30 July 2007.

<<http://80music.about.com/od/80smusic12/tp>>.

"Billboard 2006 Year in Music." 2006. 30 July 2007. <www.billboard.com>.

The Columbian Presents Clark County Through the Years

A History of the Vancouver Public Schools

"The Top 40 of the Year from 1956 to 1980." Classicbands.com. N.D. 30 July 2007.

<www.classicbands.com/top20.htm#1956>.

"Top Pop songs of the Year 1996." Tunecaster, Inc. 2005. 30 July 2007.

<<http://tunecaster.com>>.

Relevant Primary Sources/Artifacts:

The Aquila – Hudson's Bay High School's yearbook

The Columbian newspaper
Artifacts from home – parents
Holland/Burgerville Corporation

Museum Connection:

The Alki – yearbooks for Vancouver High School
Exhibits in the museum
Historical maps of Clark County
Marshall, John R. A History of the Vancouver Public Schools. Dallas: Taylor
Publishing
Co., 1975.

Support Materials:

“Cultural Resources Fact Sheet.” The U.S. Department of Agriculture. N.D. 30 July
2007. <<http://www.nrcs.usda.gov/technical/ECS/culture/mission.html>>.
Hecker, Sandy. Sociology teacher at Fort Vancouver High School. 2007.
“Hudson’s Bay and Fort Vancouver Class of 1956.” N.D. 27 July 2007.
<<http://oldweb.uwp.edu/academic/mathematics/class56/index.htm>>.
Minard, B.D. “Teaching and Learning with Material Culture.” Illwaco Heritage
Museum.
“Social Studies.” Office of Superintendent of Public Instruction. N.D. 3 Aug. 2007.
<<http://www.k12.wa.us/CurriculumInstruct/SocStudies/default.aspx>>.

Resource List for the Teacher:

Fort Vancouver Regional Library
Specific school’s library
See primary and secondary resources above

Lesson Plans:

Expected pre-knowledge and/or skills:

Teachers use “Teaching and Learning with Material Culture” by B.D. Minard to
motivate the students’ interest in research with artifacts and primary documents.

Pre-assessment:

Have class begin a “K.W.L.” chart. (What you **K**now, What you **W**ant to know,
and What you **L**earned)

Daily classroom activities:

- Show the PowerPoint comparing life through the years at HBHS
- See individual lessons attached

Extension possibilities: T-shirt Field Study

Connections to other curricular areas:

- Options vary

Clarification on assignments attached:

The included plans are for an introductory lesson that models researching the time
period and analyzing artifacts and sources. After the students do these lessons,
then they will move to the formal **CBA** of Dig Deep and follow the guidelines
from the state model at:

<http://www.k12.wa.us/CurriculumInstruct/SocStudies/default.aspx>

Name _____

High Schools through the Years

What's in? What's out? School Norms or Customs

1. What fads or “in” behaviors existed last year at this school that are now “out”?
2. How are students today most obviously different from those of previous years?
3. What customs or norms have continued unchanged at Bay?
4. Which current fads do you think will last the longest?
5. Which “in” behaviors are most likely to be “out” next year?
6. Who influences what is “in” or “out” at our school?

Name _____

The Year Book **Teenagers, Past and Present**

This project will require you to search old year books and discover how life as a teenager has changed in the last few decades. Fill out the Fact Sheet below from your observations. You will need to read the text included in the year book and use your imagination to answer some questions.

YEAR BOOK NAME AND DATE: _____

1. Look at the clothing and hair styles in the year book. List eight fashions/styles that were popular during that year.

a.

b.

c.

d.

e.

f.

g.

h.

2. Look in the section on clubs and groups. List the clubs and groups that existed during the year of the annual but are no longer (or would no longer be) part of our school.

3. List any subjects taught during the year of your annual but are no longer part of the curriculum of our school.

4. Look through the year book for pictures of our school. How has the physical appearance of our school changed?

5. Look in the Features section of the year book. What honors were given/elected during the year of your annual? Are these honors any different now?

6. Read through student names. List some of the boy's and girl's names that were popular during that year

7. Look in the Ad section of the year book. List some businesses that no longer exist in our community.

8. State some general observations on how your school or community has changed since the year your annual was published.

Name _____

Today's Adolescent Subculture

Directions: Fill in the chart with the appropriate responses indicative of your age group.

1. Words or phrases used exclusively by your age group.

2. Types/styles of clothing.

3. Hairstyles.

4. Jewelry.

5. Televisions programs

6. Music you enjoy.

7. Who you consider to be celebrities.

8. Leisure-time activities.

9. Types of dancing you enjoy.

Today's Senior Citizen Subculture

The following is a questionnaire regarding the subculture of our senior citizens in this year. This information will be used by a high school Washington State History class that is comparing various age groups and their interests. Thank you for taking the time to fill in the chart below.

1. Words or phrases used exclusively by your age group.

2. Types/styles of clothing.

3. Hairstyles.

4. Jewelry.

5. Televisions programs

6. Music you enjoy.

7. Who you consider to be celebrities.

8. Leisure-time activities.

9. Types of dancing you enjoy.

High Schools through the Years

Interviewing a Senior Citizen

-Instructions for Teachers-

- Objectives:
- To identify specific social norms/customs that have changed in the past 60 years
 - To better understand the social values and expectations of the previous generations and how these values and expectations have impacted high school life.
 - To have the privilege of interviewing someone 60 years old or older.

Time Allowed: One week will be allowed for the interview

Materials needed: A copy of “An Interview Guide”

Description:

1. Distribute copies of “An Interview Guide.” Clarify any questions about the form. The class may choose to add questions.
2. Students have one week to interview senior citizens about their adolescent years. The interviewees should be at least 60 years old. Ideally some will be in their 80s or older.
3. On the due date, break the students into groups based on the ages of their interviewees (that is, 60s, 70s, 80s) to discuss the results of their interviews.
4. Then, facilitate a discussion comparing life as a teenager today with what it might have been like in the mid-1900s. Encourage consideration of the values and customs impacting education, sexual behavior, interpersonal relationships, religion, career choice, recreation, work, family responsibilities, and sex roles. Have two volunteers record the two lists on sheets of newsprint. Also consider how these norms were enforced and the penalties for violating them.
5. Each group should record their common findings on a sheet of newsprint.
6. Each group will present their findings to the rest of the class and post their newsprint on the wall.
7. Invite the class to contrast their interview results with their personal experiences of today.

Name of Interviewer: _____

High Schools through the Years

An Interview Guide

Age of Interviewee: _____ Sex: M F *Assignment due date:* _____

1. Where did you live as a teenager?
2. What was a typical school day like? What was expected of you?
3. What behaviors got students into trouble? What punishments were used?
4. What did you do for recreation? Did your parents disapprove of any of these activities?
5. What were relationships with parents like? What kinds of things got them angry at you? What won their praise?
6. What kinds of teenagers were most popular? What won the approval of your peers?
7. Which behaviors would not be accepted by your friends?
8. What were your career expectations? By whom? How were they communicated?

9. Describe social etiquette when you were growing up. How do you think manners are different today?

10. Describe dating behavior and relationships with the opposite sex.

11. Where did you go on dates?

12. What were seen as accepted courtship behaviors?

13. How was teenage pregnancy viewed?

14. What responsibilities did you have? What happened if you didn't meet them?

15. What were your favorite songs, dances?

Name _____

T-Shirt Field Study

T-shirts are a great example of popular culture. Everyone wears them, and they are very symbolic. They say a lot about our culture and about the people who wear them.

Find a public place (e.g. A mall, school, work) where you can discreetly observe people. Look for individuals wearing T-shirts and jot down your observations of those shirts by using the following format:

*Describe each of the ten t-shirts.

Give the approximate age (child, teen, adult, senior citizen)

Gender

Place observed for each.

A description of the logo on the shirt.

Having compiled your list with the information above, respond to the following questions:

1. Do any of the t-shirts reflect social values? Explain, describe.
2. Are any of them considered to be inappropriate by the general public? If so, what does that tell you about the wearers values compared to yours? What kind of statement do you think they may be trying to make by wearing that particular shirt?
3. Did you see similarities in T-shirts, such as a lot in the same color or same theme (e.g. Sports)?
4. Did you notice any age or gender differences in your findings?
5. Did your location of observation make a difference in the t-shirts you saw?
6. Do you think T-shirts make a statement about the people wearing them? Explain your position.
7. How have messages on T-shirts changed since you were a child?

Be thorough in your responses, numbering each 1 – 7 following the listing of the ten T-shirts you observed.

This assignment is due _____