



Analyzing Early American Figures (8th Grade Version)

Analyzing History



Chelsee Wilson

Published by K20 Center

This work is licensed under a [Creative Commons CC BY-SA 4.0 License](https://creativecommons.org/licenses/by-sa/4.0/)

Grade Level	8th Grade	Time Frame	2-3 class period(s)
Subject	Social Studies	Duration	120 minutes
Course	U.S. History		

Essential Question

Do people make history, or does history make people?

Summary

History courses are filled with people who have "made" history. In this lesson, students will analyze historical figures and make connections about their place in history. Students will research an early-American historical figure of their choice and examine their impact during their historical period, as well as their relationship to other historical figures. This lesson can be used in any history course, but it is best suited to introduce key historical figures at the beginning of a unit or to review key historical figures at the end of a semester.

Snapshot

Engage

Students participate in a Tell Me Everything activity about early American historical figures.

Explore

Students randomly choose a name and begin completing a KWLH chart about the historical figure they chose.

Explain

Students research their historical figure to finish the KWLH chart.

Extend

Students create a poster project related to their historical figure.

Evaluate

Students participate in a Gallery Walk, revisit their KWLH chart, and submit their posters and KWLH charts.

Standards

Oklahoma Academic Standards (Social Studies Practices PK-12)

4A: Students will comprehend, evaluate, and synthesize textual sources to acquire and refine knowledge in the social studies.

5A: Students will summarize and paraphrase, integrate evidence, and cite sources to create written products, research projects, and presentations for multiple purposes related to social studies content.

5B: Students will engage in authentic inquiry to acquire, refine, and share knowledge through written presentations related to social studies.

Attachments

- [8th Grade Historical Figures List - Spanish.docx](#)
- [8th Grade Historical Figures List - Spanish.pdf](#)
- [8th Grade Historical Figures List.docx](#)
- [8th Grade Historical Figures List.pdf](#)
- [Early-American Historical Figures—Name Strips - Spanish.docx](#)
- [Early-American Historical Figures—Name Strips - Spanish.pdf](#)
- [Early-American Historical Figures—Name Strips.docx](#)
- [Early-American Historical Figures—Name Strips.pdf](#)
- [Historical Figures Project Example—Analyzing Early-American Figures.pdf](#)
- [Historical Figures Project Template—Analyzing Early-American Figures - Spanish.docx](#)
- [Historical Figures Project Template—Analyzing Early-American Figures - Spanish.pdf](#)
- [Historical Figures Project Template—Analyzing Early-American Figures.docx](#)
- [Historical Figures Project Template—Analyzing Early-American Figures.pdf](#)
- [Historical Figures Rubric—Analyzing Early-American Figures.docx](#)
- [Historical Figures Rubric—Analyzing Early-American Figures.pdf](#)
- [KWL Chart—Analyzing Early-American Figures - Spanish.docx](#)
- [KWL Chart—Analyzing Early-American Figures - Spanish.pdf](#)
- [KWL Chart—Analyzing Early-American Figures.docx](#)
- [KWL Chart—Analyzing Early-American Figures.pdf](#)
- [Lesson Slides—Analyzing Early-American Figures.pptx](#)

Materials

- Lesson Slides (attached)
- KWL Chart (attached, one per student)
- Early-American Historical Figures List (attached, one set per class)
- Historical Figures Project Template (attached, one per student)
- Historical Figures Project Rubric (attached, one per student)
- Hat or other container (for drawing names)
- Markers, colored pencils, crayons, pens, pencils, etc.
- Internet access

Engage

Begin by displaying slide 5. Ask students to get out a piece of paper to participate in a [Tell Me Everything](#) activity. Give students 1 minute to write down the name of every famous early-American historical figure they can think of.

After the time is up, display slide 6, and give students an additional minute to write down everything that they know about the people they included in their list. Invite students to discuss their lists with a partner.

Display slides 7 and 8, and ask students if any of these people (*slide seven: Crispus Attucks and Osceola; slide eight: Sojourner Truth and Elizabeth Cady Stanton*) were included in their lists. If students say no, ask them why they were not included in their initial lists.

Explain to students that there are a number of famous early-American figures who played important roles in history, and it will be the students' job to become experts on ONE famous early American.

Explore

Teacher's Note: Selecting Historical Figures

Depending on the class, consider having students select their own historical figure to research from a class-generated list. Additionally, you should feel free to add other historical figures to the list as you see fit. You are also welcome to use the 8th Grade Historical Figures List that is attached to this lesson.

Display slide 9. Ask students to draw their historical figures at random by selecting a slip of paper from a container. They will use the person they select to complete a KWL activity. To prepare for the drawing, feel free to print out the Name Strips document that is attached to this lesson, and cut out the names you wish to use.

Display slide 10. Once students have selected their historical figure, pass out copies of the KWL Chart handout and have students write the name of the figure at the top of the chart.

Next, ask students to fill in the "K" column with everything they **know** about their historical figure. Allow 3–5 minutes of writing time.

Display slide 11. Ask students to fill in the "W" column with everything they **want** to know about their historical figure. Give students an additional 3–5 minutes for this part of the activity.

Teacher's Note: Identifying Knowledge Gaps

Consider asking students to use the "K" column as a way to generate questions or identify knowledge gaps regarding their historical figure, such as, "What do I need to know about my historical figure?" or "What facts about my historical figure do I want to know?"

Display slide 12. Ask students to fill in the "H" column with ideas about **how** they might find the information they listed in their "W" column. Tell students that this will serve as an action plan as they research their historical figures.

Explain

Using their KWHL Charts (specifically the "W" and "H" columns) as a reference, students will now consult their history books and/or appropriate online resources to find the information they identified in the "W" column.

Teacher's Note: Historical Figure Research Resources

If students are doing their research online, some sites you might suggest include the [National Archives](#), the [Smithsonian Learning Lab](#), the [Oklahoma Council for the Social Studies](#), [Reading Like a Historian](#), and [Encyclopedia Britannica](#). If students have access and time, consider encouraging them to visit their local library for research outside of class.

Display slide 13. As students research, ask them to take appropriate notes about their findings and write down where they found the information. In their notes, students might include the following information relating to their historical figures:

- Notable accomplishments
- Education
- Connections to other historical figures
- Interests or hobbies
- Contributions to their field
- Interesting facts

Optional Tech Integration "twist"

If students have access to technology, consider allowing them to find and curate their research digitally using a tool like [Weje.io](#). (See slide 14.)

Extend

Give each student a sheet of white paper, or pass out copies of the attached Historical Figures Project Template.

Display slide 15. Students will fill in the required information that they found during their research and draw in any images and symbols that they associate with their historical figures.

- Quote: Which quote would best reflect the historical figure? If the assigned historical figure has many quotes attributed to them, suggest to students that they select one of those.
- Fast Facts: What are the key pieces of information about the historical figure? Students should highlight five things in short bullets.
- Historical Importance: Why is the figure important in the scope of history? Students should write a quick sentence or two explaining why their historical figure is important.
- [Six-Word Memoir](#): Instead of having students write a long biography of their historical figure, have students create concise "memoirs" of their figures that sum up their historical importance.
- BFF: If time travel were available, which other historical figure would this historical figure get along with the best? Why would they be friends?
- Worst Enemy: Who would the historical figure despise the most in all of history? Why would they not get along?
- Image: What does the historical figure look like? Students should draw a picture of the historical figure.
- Symbols: Based on the student's research of the figure, what four symbols would they associate with them? Students should draw these four symbols.

Optional Tech Integration "twist"

If students have access to technology, consider letting them create a digital project about their figure using [Sutori](#). While it does require an account, it is free. (See slide 16.)

Evaluate

Ask students to post their projects on the wall to prepare for a [Gallery Walk](#) activity where they will view the projects of their peers. Give students some sticky notes, and have them grab a pen or pencil.

Display slide 17. As they move around the room to view the projects, encourage students to use sticky notes to provide feedback or praise for other students' projects.

Teacher's Note: Optional Sutori Integration

If students used Sutori to create their projects, students can comment digitally on each portion of the presentation. (See slide 18.)

Once students have rotated back to their own projects, give them time to review the feedback and make any changes that they see fit.

Display slide 19. Have students return to their KWLH Charts and fill out the "L" column with what they have learned about their historical figures.

Have students turn in their KWLH charts and research notes. Consider providing formative feedback about their research techniques and providing suggestions that can aid them in their next research project. Consider grading students' projects according to the attached rubric.

Resources

- Effinger, S., & Widdicombe, L. (2008, February 25). Say it all in six words. Ms. Effie's Lifesavers. https://mseffie.com/assignments/six_words/six_words.html
- K20 Center. (n.d.). Gallery Walk/Carousel. Strategies. <https://learn.k20center.ou.edu/strategy/d9908066f654727934df7bf4f505a54d>
- K20 Center. (n.d.). KWHL Graphic Organizer. Strategies. <https://learn.k20center.ou.edu/strategy/d9908066f654727934df7bf4f505dd47>
- K20 Center. (n.d.). Six-Word Memoirs. Strategies. <https://learn.k20center.ou.edu/strategy/7b4de59085f566aa097814b8c002b98a>
- K20 Center. (n.d.). Tell Me Everything. Strategies. <https://learn.k20center.ou.edu/strategy/baee4e90c5fa1a7060ca04dd8b001ea4>
- K20 Center. (n.d.). Sutori. Tech Tools. <https://learn.k20center.ou.edu/tech-tool/2172>