

About This Module

Overview	The activities in this module give a historical perspective that help youth connect with the past and gain a deeper appreciation of the place they live.
Guiding Questions*	<ul style="list-style-type: none"> • How are we dependent on nature for our basic needs? • What are a few historic sites in our community? • What are some interesting facts about the history of your community? <p>*Guiding questions are not specifically asked in the activities themselves but are meant to guide your preparation and facilitation of the module. Keep these questions top of mind so you can help youth make connections and capture key takeaways relating to the topic.</p>
Activity 1	<p>Make Your Own Ink</p> <p>Youth discover how various plants have been used to make ink, and they gain an appreciation for how technology has modernized writing and printing.</p>
Activity 2	<p>History in My Community</p> <p>Youth search for nearby places on the National Register of Historic Places and make homemade butter to connect with the past and gain an appreciation for the place they live.</p>
Activity 3	<p>Time Travel</p> <p>Youth connect with the place they live by learning about the history of their community and the people who lived there.</p>
Activity 4	<p>Personal Journey</p> <p>Youth discover how the challenges they might face today – such as fear, prejudice and poverty – can be overcome by learning how a hero from our past overcame similar issues.</p>



Supplies

		Handouts		
Activity 1: Make Your Own Ink	1 per small group	Make Your Own Ink		
			Supplies Needed	
	1 per participant	Ultimate Journey Passports saved from previous activities		
	Optional	Computer or projector to display videos		
	1 per participant	Smocks		
	1 pair per participant	Gloves		
	1 per small group	Bowls		
	1 per group	Strainers		
	1 per small group	½ cup measuring cup		
	1 per small group	½ teaspoon measuring spoon		
	½ cup each of at least two kinds of berries per small group	Fresh or previously frozen blackberries, blueberries, raspberries or strawberries		
	1 per small group	Vinegar, small container		
	1 per small group	Salt shakers		
	1 sheet per participant	Copy paper		
	1 per participant	Paint brushes		
	Enough to cover tables	Plastic tablecloths and/or newspaper		
			Handouts	
Activity 2: History in My Community		None		
			Supplies Needed	
	1 per participant	Ultimate Journey Passports saved from previous activities		
	1	Computer or projector to display websites		
	1	Large map of your state, county and/or town		
		Corkboard and push pins		
	1 pint	Heavy cream		
2	Pint-sized containers with screw-on lids			

Supplies

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Activity 2: History in My Community	Supplies Needed	
	1 piece per participant	Colonial-related food, such as biscuits or cornbread
	1	Butter knife
Activity 3: Time Travel	Handouts	
	1	Sample Historical Research Questions
	1 per participant	Sample Interview Tips, Questions and Permission Slip
	Supplies Needed	
	1 per participant	Ultimate Journey Passports saved from previous activities
	Optional	Photo printer
	Optional	Computers/tablets
	Optional	Cameras
	Optional	Items that depict the history of your community (e.g., photographs, books, newspaper articles, videos, clothing, art)
Activity 4: Personal Journey	Handouts	
	1 per participant	Story of Harriet Tubman (for Step 2 Option 1)
	1 per participant	My Inspiration Worksheet
	Supplies Needed	
	1 per participant	Ultimate Journey Passports saved from previous activities
		Whiteboard or flipchart paper and markers
	1 per pair of participants	Computer or tablet (for Step 2 Option 2)
	1 sheet per participant	Paper
	Assortment per participant	Markers
1 per participant	Pens or pencils	

Background Information

The activities in this module give a historical perspective that help youth connect with the past and gain a deeper appreciation of the place they live. As participants make their own ink from berries and their own butter from cream, they discover how technology has changed the way we do things. They also uncover interesting facts about the history of their town. Finally, they discover how the challenges they might face today – such as fear, prejudice and poverty – can be overcome by learning how a hero from our past overcame similar issues.

Skills

Academic Skills	Social-Emotional Skills
Curiosity	Communication
Creativity and Innovation	Collaboration
Designing and Constructing Explanations	Identifying and Solving Problems

Links to Resources

Activity 1: Make Your Own Ink	“Making Ink” (youtube.com/watch?v=KCiOnXMbAFw)
	“Making Ink From Berries” (youtube.com/watch?v=ctwsW1hZR1E)
	“How to Make Ink Fast and Easy” (youtube.com/watch?v=_DWm_nVogss)
Activity 2: History in My Community	National Park Service: National Register of Historic Places (nps.gov/maps/full.html?mapId=7ad17cc9-b808-4ff8-a2f9-a99909164466)
	National Park Service: Discover History (nps.gov/history/index.htm)
Activity 3: Time Travel	National Park Service: Teaching With Historic Places (nps.gov/subjects/teachingwithhistoricplaces/index.htm)
Activity 4: Time Travel	Journey to Greatness: Character Lessons From the Past (nps.gov/liho/learn/education/journey-to-greatness.htm)
	Merriam-Webster’s Kids’ Dictionary: Freedom (merriam-webster.com/dictionary/freedom?ref=kidsdictionary)

Extension Activities

Activity 2: History in My Community

- Discuss ways youth can get involved in preserving the history in their community. For example:
 - Contact representatives of local historical places to see if they need volunteers to clean the grounds.
 - Plant native flowers.
- Plan a field trip to historic places in your community. Contact representatives of the site in advance for details about bringing a group.
- Lead participants in making guides to historic places in their community.

Activity 3: Time Travel

Using the information they learned, youth can create a play, write a song or make a scrapbook that depicts the history of their community.

Activity 4: Personal Journey

- Read aloud and discuss the following excerpt from the Emancipation Proclamation by Abraham Lincoln:

“That on the first day of January, in the year of our Lord one thousand eight hundred and sixty-three, all persons held as slaves within any State or designate part of a State, the people whereof shall then be in rebellion against the United States, shall be then, thenceforward, and forever free.”

 - Discuss how the Emancipation Proclamation led to the end of slavery in the United States. This was followed by the Thirteenth Amendment to the U.S. Constitution, which abolished slavery in 1865.
 - Discuss how even with the Proclamation and Thirteenth Amendment, the road to freedom and equality proved long and difficult for many.
 - One hundred years after the Proclamation, Martin Luther King, Jr., worked to advance civil rights and end racial segregation and discrimination with his famous “I Have a Dream” speech.
 - Tell youth America’s National Parks preserve important aspects of the journey toward liberty.
- Invite youth to write their own inspirational quotes, and post them around the room.
- The Journey to Greatness app includes three additional heroes: Abraham Lincoln, Frederick Douglass and Martin Luther King, Jr. Youth can explore their stories to gain further inspiration.
- Help youth learn more about other inspirational heroes and heroines, such as Susan B. Anthony, who is often cited as the most widely known suffragist of her generation, and Cesar Chavez, who is widely recognized as the most important Latino leader in the United States during the twentieth century.
- Youth can virtually experience the National Park Service Lincoln Memorial in Washington, D.C., by visiting: nps.gov/linc/index.htm. The website includes a virtual tour and interactive reflections with park rangers.
- Youth can learn more about Dr. King by visiting the National Park Service Martin Luther King, Jr. Memorial web page at: nps.gov/mlkm/index.htm.

Career Connections

Activity 2: History in My Community

Discuss careers in the history field:

- Living history interpreter (reenacting the history of the site and teaching others about it)
- History teacher
- Historian at a museum or historic site
- History writer or film maker
- Librarian
- History records manager