

**TITLE:** Culmination Activity-Capturing History Through Postcards.

**ESSENTIAL QUESTIONS/ENDURING UNDERSTANDINGS:**

- How does an individual's personal record of history reflect a larger history?
- How does the "everyman's" writing style and content reveal information about a local culture?
- How can we understand moments in history by "stepping into the shoes" of people from the past?
- How do the images chosen to be sent in communications reflect personal interpretations about important information about the current events of the time?

**ASSESSMENT:** Students will be evaluated using [Create your own postcard rubric](#). Students will also self evaluate using [Self Reflection on Unit](#). This will be figured into the final assessment, as well as giving suggestions for teacher improvement.

**SETTING THE PURPOSE:**

Students will use the information learned about the use and historical relevance of postcards over the course of the unit to create a postcard of their own that reflects their personal, local and larger historical context. Students will either need familiarity with Microsoft Publisher, or the teacher will take a few minutes to review how to use this program.

**DURATION:** 2 class periods

**PROCEDURE:**

- Write on the board this question: "What images do you think represent the time period or place that you live in?"
- Distribute the [Create your own postcard rubric](#).
- Explain that during this whole unit, they have been learning about how the postcard of the past gave a window into not only personal histories, but local and national history. Now it is their turn to reflect the history by creating a postcard that reflects the time period they live in.
- Show the two examples: [London Postcard](#) and [Sweet Corn Card](#). Also show the [London and Sweet Card Explanation Essay Examples](#). Use these items and [Create your own postcard rubric](#). To explain the expectations for the project. Set the due date.

**PART 2**

- To end the unit, have students fill out [Self Reflection on Unit](#) handout. It would be useful to have a classroom discussion after the handouts are completed.

**ANALYSIS OF LOCAL PRIMARY SOURCES:**

Students can use the examples given throughout the unit for a template for their project.

**TIES TO NATIONAL PRIMARY SOURCE OR SOURCES:**

Students can use the examples given throughout the unit for a template for their project.

**ANNOTATED LIST OF MATERIALS AND RESOURCES:**

Microsoft Publisher

[Create your own postcard rubric](#)

Any materials from the previous lessons can be used as reference in completing the project.

[London Postcard](#)

[Sweet Corn Card](#)

[London and Sweet Card Explanation Essay Examples.](#)

[Self Reflection on Unit.](#)

**ATTACHMENTS:**

[Create your own postcard rubric](#)

[London Postcard](#)

[Sweet Corn Card](#)

[London and Sweet Card Explanation Essay Examples.](#)

[Self Reflection on Unit.](#)

**TIES TO ILLINOIS STATE LEARNING STANDARDS, HABITS OF MIND, AND VITAL THEMES OF HISTORY**