

Food for Thought and Discussion - #2

Designing History

Museums, historic sites and parks have many people who work in the background to tell the importance of artifacts and sites.

- What is an artifact?
- Why is information important? How can information about a site be collected?

Community Activity

Volunteering and giving back to the community (philanthropy) are critical in a democratic society. It can involve people of all skill levels and economic levels.

This activity is designed to involve students in their community. It teaches students to:

- analyze their community and its needs,
- encourages cooperation,
- develops the ability to think in terms of larger projects (abstract),
- teaches how to determine available resources – political, social, local, regional and national
- fosters volunteerism
- creates a better understanding of philanthropy.

Have students choose a site near your school or town that they feel is important. It can be a natural site, a building, an historic site where something happened.

- Why is it important? If it is not, why or how could it be?
- How do you tell others about its importance? Is how you tell the story for children different than it would be for adults?
- Design an exhibit for that site to explain its importance to the public. Do you have utilities (water, electricity, shelter) available? If not, how would that change the design? [Note: The exhibit stands for Heroes of the Sky are constructed to resemble early airplane wings, with the bases made of metal similar to airplane floors.]
- How much would it cost to construct the design? How would you pay for it? Some organizations give funding (grants) for worthy projects. What organizations in your area might be willing to give funding. Why? Are there other organizations outside your area that might be interested? (The Wyoming Audubon Society might provide help for a birding site.)
- What other kind of help might be available – volunteers, resource materials (print, publications, videos, audiotapes)? Where do you go to find that out? Make a list of possible organizations and/or resources. Find out what they have available – or if they know other people/groups who might help.
- Create a timeline for the work involved; create committees (gathering information, creating materials, construction). Determine if the project can be done by the student group.

- How could the group find others in the community with whom they could partner to actually do the project – the town council? county commissioners? service group (Rotary, Kiwanis, student service group, 4-H)?

What does the student group wish to do at this point?