

Latinos in Heritage Conservation Lesson Plan

Lesson Plan Title: Champions of Heritage: Advocating for Historic Preservation

Subject: Historic Preservation

Grade level: 6th

Lesson duration: 60 minutes

Lesson objectives:

1. Students will remember and understand important facts about historic preservation discussed in previous lesson (Identity and Preserving Our Past: Understanding the Significance of Historic Preservation).
2. Students will apply this knowledge to advocate for a historic site.
3. Students will analyze information regarding advocacy for historic sites to create their own advocacy action plan.






TEKS/National Standards:

TEKS 113.18.2; 113.18.5; 113.18.19; 113.18.21

NSS-USH.5-12.9 ERA 9: POSTWAR UNITED STATES (1945 TO EARLY 1970s)

Lesson Plan Title:	Resurrecting History: Unveiling the Mexican Heritage at Texas' Rediscovered Cemetery
Subject:	Historic preservation
Grade level:	6
Lesson duration:	60 minutes
TEKS/National Standards:	TEKS 113.18.2; 113.18.5; 113.18.19; 113.18.21 NSS-USH.5-12.9 ERA 9: POSTWAR UNITED STATES (1945 TO EARLY 1970s)
Procedure:	<p>1. Introduction (10 minutes): Teacher will hand out a copy of the National Historic Preservation Act of 1966 and read it along with the students.</p> <p>2. Recall and Connect (15 minutes): Guided Discussion linking back to importance of historic preservation:</p> <ul style="list-style-type: none"> - Think back to our lesson on historic preservation. Why is historic preservation important? - Now that we've read the law that states that historic preservation is important to the nation and its citizens, who's job is it to make sure sites get protected?



	<ul style="list-style-type: none"> - If you wanted a place protected, how would you try and do that? Let's brainstorm some ideas. (Write these answers on the board) - Teacher will explain (briefly) that there is a process to nominate sites, but there are other ways to advocate for saving historic places and places of meaning. <p>3. Class Activity (35 minutes): Become an Advocate! Create an Advocacy Action Plan.</p> <ul style="list-style-type: none"> - Students will either break into groups or do this individually (based upon classroom resources and teacher preference) to research a site and decide on how they would like to advocate for it. - Teacher to have students visit https://savingplaces.org/action-center and/or https://www.wisconsinhistory.org/Records/Article/CS15295 to see different ways to advocate for historic sites, and also explain other ways students can get involved with conservation using suggestions from the American Institute for Conservation https://www.culturalheritage.org/about-conservation/advocate-for-conservation - Students will then choose how they would like to advocate for their site. - Students will then write about their site, its importance, why they chose to advocate for it, and the steps they will take to advocate for their site.
Activities:	<ul style="list-style-type: none"> A. Introduction (5 minutes) B. Recall and Connect (25 minutes) C. Class Activity (30 minutes)
Materials/equipment:	<ul style="list-style-type: none">  Copies of National Historic Preservation Act of 1966  Classroom computers  Internet access  Lined paper  Pencils/pens

References:

Latinos in Heritage Conservation: Historic Preservation Toolkit

American Institute for Conservation, “Advocate for Conservation”
<https://www.culturalheritage.org/about-conservation/advocate-for-conservation>

National Preservation Institute, “Advocacy: National, International, and Statewide Preservation Organizations” <https://www.npi.org/advocacy-national-international-and-statewide-preservation-organizations>



National Trust for Historic Preservation, “Action Center,” <https://savingplaces.org/action-center>

Preservation Action, <https://preservationaction.org>

Wisconsin Historical Society, Historic Preservation Advocacy, <https://www.wisconsinhistory.org/Records/Article/CS15295>

Additional Information:

