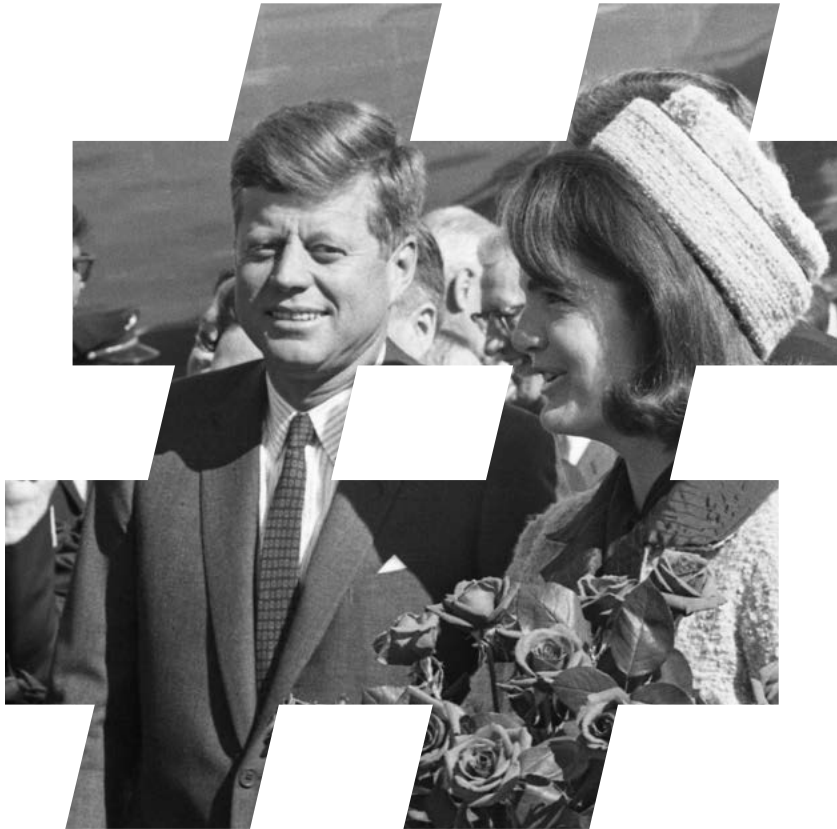


THE SIXTH FLOOR MUSEUM  
AT DEALEY PLAZA

## LESSON PLAN

# HISTORY HASHTAG

# INFORMATION ORGANIZER



*Dallas Times Herald Collection / The Sixth Floor Museum at Dealey Plaza.*

### GRADE

4th–12th

### TIME

45 minutes

### BRIEF SYNOPSIS

The History Hashtag is a method of organizing student research and ideas while working on history-based assignments. Using a series of questions organized into nine boxes, students are able to visualize the information they have collected and questions they want to continue to research.

## MATERIALS

- History Hashtag Educator [Version 1](#)
  - › [Version 1 Question PowerPoint](#)
- History Hashtag Educator [Version 2](#)
  - › [Version 2 Question PowerPoint](#)
- Writing utensil
- Two 8.5x11 sheets of paper
- Art supplies (markers, crayons, colored pencils, colored paper, tape, glue sticks, etc)

## BACKGROUND INFORMATION

This simple and creative teaching tool allows students to articulate their research on a particular topic and interpret their findings to an audience. The History Hashtag allows students to express their research in a written format and a visual interpretation, appealing to different learning styles using a classroom technique designed by former high school and college educator and artist, Dr. Joan M.E. Gaither.

Two examples of how to use the History Hashtag are included in this resource packet. The first version presents questions the students will answer about themselves. This version is intended as a means of familiarizing users with the format while answering both concrete and abstract questions. The second version is designed for thinking about historical events, people and places. It is not necessary to have students do both versions for successful completion of the activity. The questions in both versions are meant to be flexible and may be changed based on the assignment or research project.

## INSTRUCTIONS

1. Have students draw a large hashtag or tic tac toe board on their paper. Make sure there is sufficient space to write in each box. You may also have the students fold their paper into thirds length-wise and then width-wise and unfold to make the boxes. (2 minutes)
2. In the center box, have the students write the topic of their research. (1 minute)
3. Read aloud the question in the upper right-hand box on the Educator sheet and have the student put their answer in the corresponding box on their paper. Continue this process, asking the questions from left to right until all of the spaces are filled. (10-15 minutes)
  - a. Wait until students have answered each question before moving on to the next.
  - b. Note: It is helpful to have the questions appear on the board as you ask them. A PowerPoint version of the Hashtag with the questions may be located [here](#).
4. Tell the students to look at the information in their boxes and use it to inspire them to create an image that tells a story relating to their topic listed in the middle. They can include as many or as few pieces of information as they would like. Their creation can include images, text or anything else they would like to include. (15-20 minutes)
5. When the students finish their artworks, provide them the opportunity to share their hashtag and artwork with the class. (10-15 minutes)

**Version 1 Extension:**

Before the students begin their personal History Hashtag artwork, ask them not to put their names on their artwork. Once the students have completed their artworks, gather them together on the floor in several rows and ask the class to identify each artwork's creator based on what they see. How many students can they correctly identify? How did they identify whose artwork belonged to which person? What did they learn about their classmates?

**Version 2 Extension:**

This extension may be used when students are studying the same topic such as the end of a unit to assess comprehension. Working as a group, have the students place the artworks in chronological order to form a timeline.. Artworks may also be laid out in a web with string used to show connections between each piece. Using a notecard placed on that string, students will write a note explaining the link.

**Version 1 and 2 Extension:**

Have each student select an artwork that does not belong to them and write a paragraph about the information learned from looking at the artwork. Students will then share their findings with the person who created the artwork and/or the entire class to provide feedback on the information presented.

**ADDITIONAL RESOURCES:**

- Storytelling Through Art: A Conversation with Dr. Joan M.E. Gaither Virtual Program
- The Sixth Floor Museum at Dealey Plaza Education Program with Dr. Joan M.E. Gaither on visually documenting historical events and figures in the classroom.
  - › <https://youtu.be/NSppuLyts>
  - › Run Time: 46:40 minutes

# HISTORY HASHTAG

## EDUCATOR SHEET | VERSION 1

List three words or phrases you would use to describe yourself.

What are three of your favorite things to do, listen to, or watch?

Name someone you look up to. Why? What do you admire about them?

What is something you did this year that you are proud of?

**Your name**

What is one change you see in yourself between this year and last year?

Share something new you learned this year.

What is your favorite color?

Name one goal you have for yourself.

# HISTORY HASHTAG

## EDUCATOR SHEET | VERSION 2

What are three words or phrases to describe the theme.	What details or information stood out to you?	Who are the main person/people that stood out to you? Why?
Why is this theme important? Why did you select it?	<b>Theme</b>	What moved the story along (change in the action)?
What is something new you learned?	List the main places and events connected to the theme.	Name one outcome that came from your theme or topic.