

Arizona Centennial Lesson Plan

Title: *Dear Diary*

Grade: 4th – Aligns with Social Studies and Writing standards

While on a field trip touring the Arizona Historical Society Museum, students will use the *Natives and Newcomers* exhibit to compose journal entries as a personal narrative. Students will choose one of the characters natives and newcomers of 19th century Arizona. Students will take the role of their chosen person based on the statue and brief summary of their life. Five diary entries will be written in the character's point of view. Students will envision the time period and ways of life of their person practicing figurative language. The diary entries must tell the story, making history speak using Arizona's heritage in first person narratives. Students gain an understanding of early people's history through creative writing.

Example:

Apache Youth, White Mountains 1864

Dear Diary,

#1 *The year is 1864. I am waiting for mama and papa to return from hunting. I am starving, craving the White Mountain's elk. As I sharpen my spear, I hope to join the hunters tomorrow.*

#2 *My tribe found new land to build our village. We begin building our pueblos and pit houses today. I have gathered mud and water to help.*

Possible read aloud: *The Same Sun was in the Sky* by Denise Webb

Students may be assessed by including content in their diary entries from information taught through the Social Studies unit(s).

This lesson may be used for the upper grades, with modifications. For example, composing more than five diary entries, each must be at least a page in length, etc.







