Lucy F. Simms RAFT Activity

Teacher Information:

This activity works well with SOL VUS.1a.

* VUS.1 The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to a) identify, analyze, and interpret primary and secondary source documents, records, and data, including artifacts, diaries, letters, photographs, journals, newspapers, historical accounts, and art, to increase understanding of events and life in the United States.

The activity encourages students to use the primary and secondary documents within the Lucy F. Simms exhibit/from the Celebrating Simms website and other resources to gather information. Students are prompted to gather information in groups about certain topics relating to the history of black Harrisonburg. Students will be split into groups and given the following prompt:

It is the year 3000. A giant meteor has wiped out humanity, and only a select few have survived - including you. As the community begins to rebuild itself, a conference is being held with the surviving members of Virginia. At the conference, community members will present information about their community’s history in attempt to remember what once was. Luckily, you and the remaining Harrisonburg residents have stumbled across what appears to be an ancient exhibit, with information about a “Lucy F. Simms school”. Your community members (the class) will each be assigned a topic to research, and then will reassemble to share your findings and prepare for the conference.

The topics and questions to this about for this assignment include:

* Lucy F. Simms (Who is she? Why is she remembered?)
* The history of African American schools in Harrisonburg (What were the different schools called? When were they established?)
* What was special about the Lucy F. Simms school? (School life/activities etc.)
* The Newtown Community (What was there? What did people do?)

Steps:

1. As the teacher, you may assign each group a topic and give them the prompt questions to help them with their research.
2. Students will be given a specific about of time (around 20-30 minutes) to gather information. They may use the Celebrating Simms exhibit, or the
3. After the information is gathered, each group will discuss their findings to make sure everyone in the group has the same information.
4. Students will then pick a spokes person to present the groups findings in the “community meeting”
5. The spokes people will gather in a circle and present their findings one by one.
6. The other students will watch and take notes if necessary.

RAFT Activity:

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Your Topic:



Questions to think about:



Findings: 