

Teacher Tool 54: History in the First Person: Being a Change Agent Study Guide

Study Guide for Character 2: History in the First Person: Being a Change Agent

Program Description and Objectives	Page 2
Program Format	Page 3
Standards	Page 4
Program-Related Activity Suggestions	Page 5
Supplemental Resources	Page ?



HEC-TV and EducationPlus Present
History in the First Person: Being a Change Agent

Original Program Date: March 31, 2016

Grade Levels: 8-12

Program Description:

This program is another episode in HEC-TV Live!'s ongoing series, *History in the First Person*, that provides high school and middle school students the opportunity to interact live with individuals who have lived the history they are studying in class. For this sixty-minute program, the student audience had the opportunity to interact directly with individuals whom are "change agents" making a difference in their community. The panel included individuals with long and storied careers in the world of community activism and social change as well as high school students who are busy making history today through their involvement in the St. Louis-based Gateway2Change movement.

Program conversation focuses on big picture questions such as: Why decide to make a difference in your community? What skills and talents would serve you well as you organize for change? How do you define "success" as a change agent? Panel members share their stories and expertise and we learn about the important work being done by students in the Gateway2Change movement and how others can become involved in that work. Change Agent stories from other student groups across the country are also featured.

Program Objectives:

1. The participant will gain a greater understanding of what it means to be a community activist and organizer.
2. The participant will interact with individuals providing primary source accounts of recent world events.
3. The participant will meet people and hear stories from diverse perspectives.

Program Format:

Time Codes are provided in blue to help you provide specific segments in the program.

I. Welcome and Introduction—Student groups and experts will be introduced and welcomed to the program. (00:00 to 09:25)

“Change will not come if we wait for some other person or some other time. We are the ones we’ve been waiting for. We are the change that we seek.” (President Barack Obama)

- A. Introduction of Guests
- B. Background on Gateway2Change

II. Interaction with Program Guests (Conversation centers big picture questions related to quotations included in the agenda.)

- A. “Success doesn’t come to you... you go for it.” (Marva Collins) (09:26 to 20:04)
- B. “One of the things I learned was that until I changed myself I could not change others.” (Nelson Mandela) (20:05 to 32:46)
- C. “A pessimist sees the difficulty in every opportunity; an optimist sees the opportunity in every difficulty.” (Winston Churchill) (32:47 to 44:33)

III. Closing Segment—Including community response to Gateway2Change, summary of topics discussed in the program, and final questions from students. (44:34 to 60:00)

“How wonderful it is that nobody need wait a single moment before starting to improve the world.” (Anne Frank)

Featured National Standards (History):

Grades 5-12:

Historical Thinking Standards

2. Historical Comprehension

B. Reconstruct the literal meaning of a historical passage by identifying who was involved, what happened, where it happened, what events led to these developments, and what consequences or outcomes followed.

C. Identify the central question(s) the historical narrative addresses and the purpose, perspective, or point of view from which it has been constructed.

F. Appreciate historical perspectives--(a) describing the past on its own terms, through the eyes and experiences of those who were there, as revealed through their literature, diaries, letters, debates, arts, artifacts, and the like; (b) considering the historical context in which the event unfolded--the values, outlook, options, and contingencies of that time and place; and (c) avoiding “present-mindedness,” judging the past solely in terms of present-day norms and values.

4. Historical Research Capabilities

A. Formulate historical questions from encounters with historical documents, eyewitness accounts, letters, diaries, artifacts, photos, historical sites, art, architecture, and other records from the past.

B. Obtain historical data from a variety of sources, including: library and museum collections, historic sites, historical photos, journals, diaries, eyewitness accounts, newspapers, and the like; documentary films, oral testimony from living witnesses, censuses, tax records, city directories, statistical compilations, and economic indicators.

5. Historical Issues—Analysis and Decision-Making

A. Identify issues and problems in the past and analyze the interests, values, perspectives, and points of view of those involved in the situation.

Program-Related Activity Suggestions:

- 1. Learn About Gateway2Change**—More information about Gateway2Change can be found on its website at <http://www.edplus.org/gateway2change.html>.
- 2. Share Your Change Agent Story**—Is an individual student or group of students at your school making a difference in their community with their own change agent project? Would you like to submit a video about their work to Educate.Today for possible publication on our website? If so, please e-mail us at live@hectv.org and we'll follow up with you on how to send us the video. Please put "Change Agent Video" in the subject line.
- 3. Journal Their Reactions**—Have students journal about what they learned during the program. What did they find most interesting? Most insightful? What inspired them? What intrigued them? How has it changed their view of what it means to be a "change agent?" Have students share their thoughts with each other in a class discussion.