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Writing About Local History

Writing About Local History

Few communities have seen major historical events. Compared to the events of daily life, big things just do not happen all that often (and they tend to be disastrous when they do occur). Every community has its own locally notable events, however, such as weather disasters, accidents, new developments, and so on.

While the history of a local community may not interest the broader world, there is likely someone who will be interested in a specific event that happened in a specific town. For instance, the Virginian floods in '85 may not have been as deadly or destructive as other floods worldwide, and few people care about them. But if you had a family member who lost a house beside the North River in '85, or if you planned to build beside the North River, you would be interested in what happened during the flood.

Researching local history also deepens your understanding of the local area. In Bridgewater, Virginia, the town council discourages new construction within the flood zone of the North River, and some lots in the flood zone have been turned into city parks—due to the '85 floods. Significant events can shape a community, and if you want to understand the community, you need to understand its history.

Accurate histories depend on good sources. The best sources are accurate eyewitnesses to the event. Other sources can include things like measuring devices that would have recorded things like flood surges or wind speeds. Government reports such as weather reports or flood gauge records can be good sources, as well.

If you are sourcing information on the Internet, the most reliable sources are websites whose names end in .gov (for government), .org (for organization) or .edu (for educational).

Although local newspapers are not firsthand sources, they can be good places to get information.

In this LightUnit, you will have the opportunity to write about a local event. Your essay should be four or five paragraphs long. You should have at least two sources for your story, at least one of which should be an eyewitness. Two or more eyewitnesses would be great, but that may not be possible.

○ **A** **Think about a local event you would like to write about.**

Write it on the blank below and share it with your teacher.

The event does not need to be recent, but people your parents' age or your grandparents' age should have experienced it.

1. I will write about _____.



Lesson 1

- ☐ **B Plan your research and let your teacher know what you will be using for sources.**
2. Decide what types of sources you will be able to use. Try to find at least one eyewitness. I will look for information from _____
- _____
- _____
- _____

Review

- ☐ **C Add colons and semicolons where needed. If there is a comma where there should be a semicolon, cross out the comma and replace it with a semicolon.**
3. These are two things Dad does not allow in our home dishonesty and disrespect.
4. We needed to stop at Lowes however, they closed before we got there.
5. The following men are known as the Big Three Franklin D. Roosevelt, President of the United States, Winston Churchill, prime minister of Britain, and Joseph Stalin, leader of the Soviet Union.
6. Trust in the Lord with all thine heart, lean not on thine own understanding.
7. Colton is taking geometry, world history, and biology this year, but he is enjoying his small engine elective course the most.
- ☐ **D Put brackets around each dependent clause. Underline each independent clause. Write *adjective* or *adverb* to show the function of the bracketed clause.**
8. _____ Pizza is a food that many people love.
9. _____ Dale could have only liquids for several weeks because his jaw was wired shut.
10. _____ Before Jesus ascended to Heaven, He led His disciples out to Bethany and blessed them.
11. _____ Jesus is a refuge for all who are weary or desolate.

Penmanship

- ☐ **E Using your best handwriting, copy the fact.**
- Blind people follow a specific pattern of folding their paper money to keep track of different bills.



Spelling – Patterns

Spelling Words

abbreviate	candidate	duel	elaborate	inaugurate
accumulate	climate	duplex	exasperate	saturate
approximate	dilapidated	duplicate	exhilarate	segregate
articulate	dubious	duplicitous	inanimate	Senate

Some of the spelling words contain the root *du*, which comes from a word that means “two.”

F Write the spelling word that fits each description. Circle each *du* root.

12. _____ a copy; to make a copy
13. _____ a formal fight or contest between two people
14. _____ undecided, doubtful, developing uncertainty
15. _____ dishonesty, lying; being two-faced
16. _____ a single house with two separate living units

The rest of the spelling words either end with *-ate* or contain *ate* somewhere in the word.

G Write the spelling word that fits each description.

17. _____ well-spoken
18. _____ not moving; not having consciousness or spirit
19. _____ to shorten
20. _____ to soak an object until it cannot hold any more moisture
21. _____ fancy or complicated; to fill in the details
22. _____ to collect or gather stuff
23. _____ to cause someone to lose patience
24. _____ to administer the oath of office, as for a President beginning his term
25. _____ run-down to the point of being junk
26. _____ to separate or isolate from others
27. _____ one who is eligible and running for office or membership

H Write the Section 1 spelling words in your notebook.