

Suggested follow-up student activities to Walk the Walk

1. The students may complete the student feedback form (Will be distributed at the event, please return to Landmark Society.) **Arts Standard #3, Social Studies #1**
2. The student may write a story about one of the ancestors, or write a page from one of the ancestor's diary. **Language arts Standard #2**
3. Using the topic "A role model" the student may choose one ancestor they met today and tell why they would have chosen them as a role model if they lived during their time in history, or why they are still a role model today. **Language Arts Standard #3**
4. The student may conduct additional research on the internet or in the library on one of the ancestors and write a short biography.
5. The student may draw a 3 or 4 panel cartoon illustrating an important moment in one of the ancestor's lives. **Social Studies Standard #1, Arts Standard #1 and #2**
6. The student may use a blank map of Rochester and locate the places where the ancestors might have worked or visited in Rochester. **Social Studies Standard #3**
7. The student may design a Facebook page for one of the ancestors, or for an individual living at the time of one of the ancestors' stories. This may be an actual page, or a mockup of one on paper or electronically. You may include pertinent biographical information, an avatar (identifying image for the person's page) their likes, their friends, and even write a Status remark from them every day. **Social Studies Standard #1, Language Arts Standard #2**
8. The student may create a character from one of the time periods you witnessed; develop a costume and props and introduce the character to the classroom in a brief performance. Tell who you are, when you lived here, what your occupation was in Rochester, and what was important to you as a citizen of our city. **Social Studies Standard #1, Arts Standard #2**
9. If you had to live the life of one of the ancestors, who would you choose? The student may choose which ancestor they would like to be and give 3 reasons supporting their choice. They may choose which ancestor they would least like to be and give 3 reasons for their choice. Share with the classroom. **Social Studies Standard #1, Arts Standard #3, English Language Arts Standard #3**
10. One student may take on the role of a TV reporter and prepare a list of questions for one of the ancestors. Another student may take on the role of the ancestor. Conduct a 2-minute TV interview. As a cooperative activity, several students may form a TV news program staff. One or two students act as the writing team, one student as the reporter conducting the interview, and a third student as director, who sets up the chairs and desk, welcomes the ancestor to the studio, and watches the time during the interview, giving a 1 minute warning then 30 second warning before stopping. **English Language Arts Standard #3**

Questions on these activities or Walk the Walk program content? Cindy Boyer at cboyer@landmarksociety.org