Discuss the importance of conducting research about any subject. Inform the students that they need to have enough information both to talk about, and give a distance/direction of, their historical landmark or important location. They will be writing a paper, presenting their information to the class, finding and painting their historical landmark and distance on the direction post. Every state has at least 5 national historic landmarks (North Dakota being the state with 5), so this may also be a good group activity.

Ask Youth:

What is a historical landmark? Can you think of other important locations? Have the youth share their thoughts about what they feel constitutes a historical landmark. Have them also give their ideas about the difference between a historical landmark and an important location. Can they explain the difference between local landmark and a national landmark? Clarify the difference, and even touch on different types of national landmarks:

- Sites where events of national historical significance occurred
- Places where prominent persons lived or worked
- Icons of ideals that shaped the nation
- Outstanding examples of design or construction
- Places characterizing a way of life

OBJECTIVES

- Students will utilize research and critical thinking skills to learn basic information about a specific historical community landmark.
- Students will utilize public speaking skills to talk about the landmark and design skills when they paint the post.

Preparation

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4. Have the youth translate their notes into a short research paper.

5. Prepare the youth for public speaking. Identify different ways in which they can practice sharing the information about their landmark as well as what types of notes they should create.

**Action 2**

1. The wood should already be cut set up before the youth are ready to begin painting. Prepare the different colors of paint in small containers.

2. Have the youth get together and begin sharing his information and then allow them to paint their landmark name and distance from your location on the sign. Continue this until all of the students have been able to share. If you would like to speed up the painting (out of classroom time) process have the youth share the information before you go outside and then allow 5-10 students to paint at a time.

3. Take out the compass and have youth come up (one landmark at a time) and install the landmark names pointing in the direction of the landmark.

**Reflection**

Ask the youth some of the same questions you had before the project started. What did they learn? What did they accomplish individually, and as a group? Inform them that this landmark post they have researched and created will enable thousands of youth to have a better understanding of the community. Talk about the impact that service learning has on the lives of others and ways that they can help. If any students researched landmarks that are important for a historical reason that is relevant to the class, use this as an example and move forward with teaching the information you were going to.