

## **PART A: PLANNING**

Grade Level: 3-4

Targeted Content: Reading/Social Studies Integrated Content: Social Studies

State Content Standard and/or Common Core Standard(s):

*Target Standard(s):*

- 4.R.I.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- 4.RI.5 Describe the overall structure (e.g., chronology, comparison, cause/ effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

*Supporting Standard(s):*

- K-12.H.1- Students will analyze how major events are chronologically connected and

evaluate their impact on one another.

Instructional Setting: This instruction is for Whole group, small group and individual students

Lesson Focus:

The focus of this lesson is for students to learn about timelines through the example of war hero Richard E. Ellsworth. Students will then create their own biographical timeline of their life.

Learning Outcome(s):

As a result of this lesson, the student will create a biographical timeline of 10 or more events from his/her own life using technology.

(if technology is not available, students may create a timeline on paper)

Assessment Measures:

*Formative Assessment(s):*

KWL Chart

Teacher observation during group discussions and through questioning

Student creation of a timeline of their lives including 10 or more events

*Summative Assessment(s):*

No summative assessment for this lesson.

Materials:

Smart Board

Computers/iPads for each student

- Could choose to use paper instead

Power Point of “A Timeline of Richard E. Ellsworth”

### Differentiation:

Struggling students may create a timeline with less events or may do the timeline on paper.

## **PART B: DELIVERY OF INSTRUCTION**

### **Day One:**

#### Introduction:

“6:00 a.m.- I woke up. 6:30 a.m. –I ate breakfast. 7:00 a.m. –I drove to school. 8:00 a.m. –I welcomed my students into my classroom... What I just did was create a timeline of my day. A timeline is a fun way to organize events from the past up until the present. Today we are going to learn about timelines as well as create one of our own.”

#### Procedures for Teaching and Learning:

1. With students, discuss in their small groups what they know about time lines and what they want to know. After discussion, fill out a KWL Chart (from Smart Exchange) about timelines on the Smart Board as a whole class here- [KWL Chart Link](#). Can prompt them with questions such as, “What can timelines be about? What can go on a timeline?”
2. After assessing what students know through the KWL chart, give a brief lesson about timelines. Include the following information about timelines:
  - a. A timeline is a way of displaying events in chronological order. (**Chronological-** A record of events starting with the earliest and following the order in which they occurred.)
  - b. There can be different types of timelines
    - i. Historical timeline- Shows a sequence of historical events in the order in which they happen.
      1. Does anyone have any examples of a historical timeline?
      2. An example of this would be a timeline of the American Revolution.
    - ii. Biographical timeline- A representation of the events of a person’s life.
      1. Does anyone have an example of a biographical timeline?
      2. An example would be a timeline of events from Abraham Lincoln’s life.
    - iii. Horizontal- timelines can be shown horizontally, with the earliest event on the left of the timeline (show on board)
    - iv. Vertical- timelines can also be shown vertically, with the earliest event on the bottom (show on board)
  - c. Timelines usually consist of significant events.
  - d. Timelines can use any time scale- example: hours, days, months, years, etc.
3. “Today we are going to learn about biographical timelines. To do this, we are going to remember the life of a man that many of you have probably never heard of. This man was named Richard Ellsworth.”
  - a. You can assess how much the students know at this time by asking if they know who Ellsworth is or if they have ever heard of Ellsworth Air Force Base (located outside of Rapid City, South Dakota).
4. Go through the Timeline of Richard E. Ellsworth PowerPoint with students, explicitly explaining on each slide how it creates a timeline.
5. After going through the PowerPoint, spend time having students discuss and ask any questions they have about Ellsworth or Ellsworth Air Force Base.
6. Students are now going to create a biographical timeline of their own life.

### **Steps for creating an online timeline**

1. Go through the next few steps with the students, showing Gradual Release of Responsibility.
2. Have students go to [http://www.readwritethink.org/files/resources/interactives/timeline\\_2/](http://www.readwritethink.org/files/resources/interactives/timeline_2/) (or type in "Read Write Think Timeline" in google- first choice)
3. Once students get to screen, have them type in their name, project title, and then press "Start."
4. Students can click anywhere on the timeline and a box will pop up. In the box will be Label, Short Description, and Full Description.
  - a. Students enter the date in the box "Label."
  - b. Students enter a description of that date in "Short Description."
    - i. For example, I would put "1995" in "Label" and put "Born in Spearfish, South Dakota" in "Short Description."
  - c. Students can explain more in the "Full Description" box if they please. However, the information in this box will only appear in the printout.
5. Do one or two more examples with the students before letting them try on their own.
6. Students must create a biographical timeline with 5 or more events of their life. Any significant event to the student can go on the timeline.
7. After students have finished, they can print their timeline to hang up or share with the class.

### **Closure:**

Finish filling out the KWL chart, having students answer what they have learned about timelines or Richard Ellsworth. Tell students timelines can not only be something fun to create, but something that can help them organize and understand events of history or people's lives.

### **Lesson Two/Day Two:**

#### **Introduction:**

Yesterday we learned about timelines and we got to create a timeline of our own lives. (This time could be used to share some of the timelines). Today we are going to practice making another timeline. However, this one won't be of our lives, it will be a timeline of our time spent in the classroom so far this year!

#### **Procedure:**

1. Have a large strip of paper from the paper roll and title it "Timeline of Our Classroom." Have the months of the year spread out on the paper. Leave enough space between each month so students can write events.
2. Brainstorm events with the students that the class has done throughout the year. (Field trips, guest speakers, plays, etc.) Write them on the board along with what month the event took place.
3. As soon as you have one event for each student (can pair students if needed) give them a large sticky note. Have students choose which event they would like to write on their sticky note (students cannot choose the same event.)
4. Once the students have chosen and written their event on their sticky note, have each student take a turn to walk up to the paper and place the sticky note on the correct spot on the paper. Have the student read the sticky note aloud by saying, "In (name of month) we...."

5. Once students have all placed their sticky notes on the paper, review again as a class all of the events.

Closure:

The past two days we have learned about timelines and have learned to make some of our own. We know that timelines can be used to describe events in a person's life, or even events that a group of people have done. A timeline is an easy task that any of you can do anytime to organize events and help us gain a better understanding of history.

**Alternate Day Two Lesson:**

Introduction:

Yesterday we learned what timelines were and made a timeline of our own lives. Today we are going to make a timeline of other veterans and their experiences after we read a biography of their lives.

Procedure:

1. Teacher can either pre-select a biography from the BHSU Veteran's Legacy Program Website ([www.bhveterans.omeka.net](http://www.bhveterans.omeka.net)) or have the students choose their own biography to focus on.
2. As students read through the biography on their own, have them pick out 5 key events from that veteran's life. As students are working, move through the classroom, asking students about their veteran and the life events they are choosing.
3. Have students create a timeline of that veteran using those five events.
4. Have students turn to their shoulder partner and compare the timelines they made.

Closure:

The past two days we have learned about timelines and have learned to make some of our own. We know that timelines can be used to describe events in a person's life, or even events that a group of people have done. A timeline is an easy task that any of you can do anytime to organize events and help us gain a better understanding of history.