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LESSON PLAN: Autobiographical Timeline

Submitted By: Walt Connolly, Jan Scovic, and Anne Heintz, Sylvania Schools

Subject Area: American History

Keywords: U.S. History, Timeline, Autobiography

Grades: Adaptable for Middle & Junior High

Timeframe: 2-3 50 minute class periods; consider additional time in library

OVERVIEW

This lesson is designed to help students learn how to examine a particular historical time period. To make the lesson relevant, students will be asked to create an autobiographical timeline based on the time period of their life—beginning with their birth to the current date. They will be introduced to several resources which are particularly useful when studying history. Collaborative planning by teachers and librarian is critical to success of lesson.

<p>GOAL/OBJECTIVE Students will gain an understanding of how to study an historical period by examining the relevant historical, social, and political events during their lifespan.</p> <p>ESSENTIAL QUESTIONS How do you begin to understand what it would be like to live in a particular place in a particular time period?</p>	<p>STANDARDS Curriculum Connection: This lesson could be used when studying United States and World History during the 1990's.</p> <p><u>Correlation with National Standards:</u> Correlation with National Standards for Social Studies - United States History -- Grades 5-12 Era 10, 1968-today: Economic, social, and cultural developments in contemporary U.S.</p> <p><u>Correlation with Information Power Standards</u> from the American Association of School Librarians and Association for Educational Communications and Technology. Standard 3: The student who is information literate uses information accurately and creatively. Standard 9: The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information.</p> <p><u>Correlation with the Draft Ohio Social Studies Academic Content Standards:</u> History Standard: Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world. Social Studies and Methods Standard: Students collect, organize, evaluate and synthesize information from multiple sources in order to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real-world settings.</p>
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<p>TIMEFRAME This lesson is best suited to 2 or 3 class periods depending on length. Additional time in the library for</p>	<p>END PRODUCT A poster or chart featuring an autobiographical timeline covering the time period of the student's life.</p>
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<p>research and work on the final product is recommended.</p>	<p>Students will also:</p> <ul style="list-style-type: none"> --analyze historical images; --create an original argument using primary sources; --pose historical questions after analyzing and reflecting on primary sources; --employ search strategies to obtain primary historical data from targeted collections of sources; --gain an understanding of relevant historical, social and political events during their lifespan; --practice cooperative decision-making and discussion skills; and --create a poster featuring an autobiographical timeline
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<p>ACTIVITIES</p> <p>--Students will have ample time to go to library and use INFOhio resources. Collaborate with librarian to refresh students' skills with accessing and using resources.</p> <p>--Day One</p> <p>Demonstrate to students how one can study U.S. history and culture by examining historical events. Provide an example from the teacher's lifetime. Provide students with enough time to carefully observe the images and reflect on the comments. You may wish to let them take 5-10 minutes to write down their impressions in a journal. Discuss the students' observations of the images. Explain the objectives of the lesson to the students. Emphasize that the heart of the lesson is observation, analysis, and evaluation of sources. Explain how the assignment will be evaluated.</p> <p>--Day Two</p> <p>Begin research in the Media Center with a worksheet that lists all the years of the students' lives. Under each year of life, one personal and three historical events will be researched and written about using the INFOhio resources. The students can print historical photos and graphics to be included in the project. The students need to mount information and photos on poster board and present to the class. The presentation will be one week from the last day of research in the Media Center.</p>	<p>ASSESSMENT</p> <p>Class created rubric to evaluate project. See example with lesson plan.</p> <hr/> <p>RESOURCES & TECHNOLOGY</p> <p>INFOhio's</p> <ul style="list-style-type: none"> EBSCO Middle School Plus—(Publication Search ex. <i>Time</i> magazine; Search Yearly Archives ex. <i>Time</i> September 1988; do Image Search) American National Biography—(Search for deaths of famous American during student's lifespan) Britannica Online—(Do year search; also provides web guide page of important events for years researched) SIRS Discoverer <p>Almanacs</p> <p>Timeline books</p> <p>History books</p> <p>Other Web Sites</p> <p>http://memory.loc.gov -- access to rich primary source materials relating to the history and culture of the United States</p>
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<p>LESSON REFLECTION</p>

ADDITIONAL INFORMATION

Questions to Consider When Examining Images

Observation

1. What do you see in the object? Describe everything you detect.

People

1. What are they wearing?
2. What race/gender are they?
3. What are their facial expressions?
4. What is their body language?

Setting

1. What specific objects do you see in the background?
2. What specific objects do you see in the foreground?
3. Are there buildings or structures in the picture? If so, what are they made of?
4. How can you describe the building/structure?
5. What strikes you about it?
6. Is it a natural setting? If so, what objects do you see?

Text

1. What does the caption tell you?
2. What does the source information tell you?
3. Who is the author? Photographer? Creator?

Craftsmanship and Style

1. What can you say about the craftsmanship of the source?
2. What strikes you about the source?

Questions to Consider When Examining Documents from the Library of Congress Learning Page:

<http://memory.loc.gov>

Basic Facts

1. Who wrote the document?
2. With what organization is the author affiliated?
3. What is the title?
4. When was it written?
5. Where was it produced?

Analysis

1. What is the main point of the document?
2. What is your evidence to prove this?
3. Why do you think that the author wrote it?
4. Do you think that the document is reliable?
5. How do you know? (Remember, the ways you check for reliability: separate fact from opinion, verify the source with other sources, and check to make sure it is consistent.)
6. What theme is expressed in the document? What is your evidence?
7. What opinions seem to dominate the tone of the document?
 - a. What perspective is the author trying to express?
 - b. What is your evidence?

Reflection

1. What do you think is interesting? Surprising? Why?
2. What questions does the document make you think of?
3. What more would you like to learn about the author, time period, organization, location, etc.?

Deegan, Greg; Schwelik, Jennifer. "Questions to Consider When Examining Images." American Memory. 09/06/2002. Library of Congress.

<<http://memory.loc.gov/ammem/ndlpedu/lessons/00/base/images.html>>.

Autobiographical Timeline Rubric

Name _____

CATEGORY	Excellent (5 pts.)	Good (4 pts.)	Satisfactory (3-2 pts.)	Needs Improvement (1-0 pts.)	SCORE
Task Definition	Articulates a clear, complete understanding of most of assignment, completing all of the requirements of the task.	Demonstrates understanding of most of assignment, completing many of the requirements of the task.	Shows vague, unfocused understanding of assignment, completing some of the requirements of the task.	Is aware of assignment, completing few requirements of the task.	
Historical Detail	The timeline contains over 10 entries of historical significance	The timeline contains at least 8-10 entries of historical significance	The timeline contains at least 5-7 entries of historical significance	The timeline contains less than 5 entries of historical significance	
Historical Accuracy	All entries are in correct order, and are indicated by the proper date	Almost all the entries are in correct order, and are indicated by the proper date	Most of the entries are in correct order, and are indicated by the proper date	Few of the entries are in correct order, and/or are indicated by an inaccurate date	
Time on Task	Classroom and library time were well used to complete the project; student stayed on task and focused on the work.	Student used the majority of the assigned classroom and library time to complete the project; student's behavior was not disruptive.	Some classroom and library time were used to complete the project, but student needed reminders to stay on task, and/or their behavior was occasionally disruptive.	Student did not use classroom and library time effectively, and was frequently off task and/or disruptive.	
Mechanics	Grammar, spelling, punctuation, and capitalization are correct. Includes a bibliography in correct form.	Includes 1-3 grammatical errors, misspellings, or punctuation errors. Includes a bibliography with most elements in correct form.	Includes 4-5 grammatical errors, misspellings, or punctuation errors. Includes a bibliography, but elements are not in correct form.	The timeline has so many errors it is difficult to read and/or understand, and has no bibliography.	
Graphics	The timeline contains appropriate visuals, which enhance the project.	The timeline has a few visuals, but visuals relate to the content.	The timeline contains visuals that do not relate to the content.	The timeline contains no visuals.	
Overall Appearance	The timeline is neat, attractive and creatively done; student worked hard to create a quality product	The timeline is neat and attractive and shows evidence that the student cared about how they completed the assignment	The timeline is acceptable, but appears as if the student was just completing the assignment	The timeline is sloppy and/or poorly done.	
TOTAL POINTS =					
GRADE =					