

LESSON PLAN

UNIT Timelines

GRADE 2-3

THEME Creating a Timeline

EQUIPMENT: Computer/Internet/Worksheets

LEARNING OUTCOMES: Students will:

1. be introduced to vertical and horizontal timelines
2. view examples of each type of timeline
3. create their own timeline

TIME	LESSON CONTENT - ACTIVITY
10 minutes	<p>Introductory Activities:</p> <p>Using timelines helps young writers bring greater focus to their writing. Students use a timeline to break a larger topic into several events or moments; then, each student selects an event to write about from the timeline.</p> <p>Explain to students that they will be learning how to focus their writing on a specific topic.</p> <ol style="list-style-type: none">1. Begin with a description of the difference between very general topics and more focused topics. For example, a person can make a timeline about themselves.2. Explain that this kind of focused writing is often stronger than general writing and includes more details about the topic.3. Provide students with a model by selecting a topic from your own life and creating a timeline on a chart, narrowing down the general topic into several specific events. (You may want to choose only a few events for younger writers.) Model for students how you are thinking through and selecting these moments and placing them on the timeline.4. Depending on students' needs and abilities, you might not want to focus on what time things happened. Instead, use the timeline to establish an order in which things happened and to emphasize the idea of specific moments and events happening within a general topic.5. Next, select one of the events along the timeline to write about. Show students how you select a topic that is most meaningful to you or that you think would make the best piece for focused writing.
15 minutes	<p>Main Learning Activities:</p> <ol style="list-style-type: none">1. Students will use website at www.k8websites.com 2-3 Grade Level, "Creating a Timeline"2. After viewing presentation, have students do the corresponding worksheet. Either have students select a topic or assign a topic for the timeline.
	Curriculum and Content Area Standards

Social Studies Standards

II. Time, Continuity, and Change

Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time, so that the learner can:

- a. demonstrate an understanding that different people may describe the same event or situation in diverse ways, citing reasons for the differences in views;
- b. demonstrate an ability to use correctly vocabulary associated with time such as past, present, future, and long ago; read and construct simple timelines; identify examples of change; and recognize examples of cause and effect relationships;
- c. compare and contrast different stories or accounts about past events, people, places, or situations, identifying how they contribute to our understanding of the past;
- d. identify and use various sources for reconstructing the past, such as documents, letters, diaries, maps, textbooks, photos, and others;
- e. demonstrate an understanding that people in different times and places view the world differently;
- f. use knowledge of facts and concepts drawn from history, along with elements of historical inquiry, to inform decision making about and action-taking on public issues.

INDEPENDENT LEARNING

Standard 4: The student who is an independent learner is information literate and pursues information related to personal interests.

Standard 5: The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.

Standard 6: The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation.

10
minutes

Closure:

Ask students about any problems they had creating their timeline. Which type of timeline do they prefer?

Resources:

A timeline tool can be found at:

<http://www.readwritethink.org/materials/timeline/index.html>

A timeline created by a 2nd grade class on the Underground Railroad can be found at:

<http://www2.lhric.org/pocantico/tubman/tubman.html>