Social Studies - People of Our Past Timeline, 3rd grade, 2nd/3rd/4th quarters

Strand(s): Social Studies History	SOL objectives: Social Studies History 3.3 a, 3.3b Social Studies Civics 3.11b Technology: 3.2.5, 3.3.2, 3.3.7, 3.4.2

1. DESIRED RESULTS

Enduring Understandings (BIG ideas)

People of our past have made important contributions that have affected the lives of others.

Essential Questions	Knowledge and Skills
Who are explorers who contributed to America's development? Who are some of the civic leaders who impacted Americans? Why are these people important? When did they live? What allowed them or inspired them to do what they did?	**Know:** Christopher Columbus, Juan Ponce de Leon, Jacques Cartier, and Christopher Newport -- accomplishments, reasons for exploring, information gained, results **Know:** George Washington, Thomas Jefferson, Abraham Lincoln, Rosa Parks, Thurgood Marshall, and Martin Luther King, Jr. – contributions **Skills:** Create a timeline depicting the lives and contributions of these individuals, present timeline **Social Studies Vocabulary** Timeline Contributions Impact Accomplishments Explorers

2. ASSESSMENT EVIDENCE

Prior knowledge	Ongoing throughout lesson	By the end of the lesson
Know: Christopher Columbus, Juan Ponce de Leon, Jacques Cartier, and Christopher Newport -- accomplishments, reasons for exploring, information gained, results Know: George Washington, Thomas Jefferson, Abraham Lincoln, Rosa Parks, Thurgood Marshall, and Martin Luther King, Jr. -- contributions	Students create a timeline including the following information/elements: • Name of influential person • Date(s) of influence • Contribution • Appropriate graphics and/or video clips	Completed timeline, able to display timeline in form of a slide show using Timeliner 5.0 and as a banner print out.

3. LEARNING ACTIVITIES/INSTRUCTION (35-45 min)

Introduction (hook)	What students are doing	Conclusion
Lead students in developing organizational skills by asking, "How can we remember all the people we have studied this year? How could we organize who they are and what they have done?"	1. Use a guide sheet with the names of the explorers, dates, and contributions that students can match or fill-in (depending on support needed) to prepare for making the timeline. 2. Open Timeliner 5.0 and create a standard timeline. Add pictures/graphics/videos as necessary. Save often. 3. Use the slideshow feature to present timeline. 4. Print a Timeliner banner.	Share Timeliner slideshow with peers. Use the print out of the timeline as a study guide or classroom display.

Accommodations	*Materials and Resources*
Extra support – Tiered guide sheet to help in recalling and organizing information for timeline **Enrichment or early finishers** -- Research, discuss, and/or analyze the effects of each person's contribution **Various learning styles** – spatial/artistic, visual, auditory **Limited English proficiency** – Tiered guide sheet, partnering, teacher support	Timeliner 5.0 Computer Lab or classroom stations Pertinent information for each influential person (Guide Sheet)
Related Technology	*Literature Connections*
3.2.5 – access only appropriate websites 3.3.2 – insert images from a digital source 3.3.7/3.4.2 – create multimedia projects with audio and graphics	Trade books on these influential people

4. WRAP-UP (5-10 min)

Assessment	*Homework*
Evidence of student learning/understanding Timeliner Influential Person Rubric	

5. TEACHER REFLECTION

- Were my students talking about the history and civics, or was I doing all of the talking and students were just listening to me?

- Were my students engaged at the beginning of the lesson?

- How much time did I spend reviewing homework, and how much time did I spend on new material?

- Did the students respond to "How" and "Why" questions?

- Did my students have an opportunity to discuss and/or write about the history and civics?

- Did I use a curriculum check up?

- What changes would I make next time the lesson is taught?

- What steps do I need to take next in this topic?