

I have developed a lesson that will be continued throughout the school year. The lesson I have included will help jumpstart your classroom timeline. I have decided to create a timeline in my classroom to help students visually see how history has changed. The timeline will also help us see how power has shifted over time, which directly relates back to our time at Fort Robinson. During our Shifting Power on the Plains course, I found myself noticing how certain individuals and groups were constantly changing power on the plains. There were key events that ultimately influenced our history as we know it today.

Furthermore, I want students to be able to know that our history can influence what happens today and that history is created each and everyday. Too often second graders, along with others feel history is just in the past and is hard for them to grasp. By using a timeline, students will be able to connect all subject areas into our timeline. For instance, we might learn about an important mathematician, scientist, an author or event and so on. All of these items would be able to be placed along our timeline.

The students I work with are second graders, but this lesson could easily be adapted for all grade levels. In order to help students build their knowledge base I will show them several visuals of important individuals, read a variety of texts and let them bring in their own historical findings. Our work will help us enrich the current curriculum set forth by Lincoln Public Schools for second grade students, which is History Alive. The curriculum asks second graders to learn about communities and how people “live, work and play” in each community. As a group we will compile our learning into a timeline as we learn about the important places people have lived, worked and played within our community, along with others. We will also integrate in our multicultural policy into the work we do each day. Our intense investigation of people, places and events in our community along with others will help “provide all students with

opportunities to “see themselves” in the educational environment in positive ways and on a continuing basis” (LPS Multicultural Policy).

Classroom Timeline Lesson Plan

Grade Level: All grades

Objectives: Students will...

- learn how to use a timeline
- sequence events
- use current *History Alive* curriculum and integrate dates, places and people onto our timeline
- familiarize themselves with several people, places and events in history
- realize that history is ongoing (past and present)

Materials: what you will need within your own classroom may vary. A few suggestions are as follows:

- Open space along a wall (you could do a paper timeline within student notebooks)
- Timeline (you could use tape, draw on paper, etc)
- Markers
- Tape
- Index cards, sticky notes, card stock-something to write events, people, and places.

Lesson:

In order to introduce the concept of a timeline I will start with a basic example. Most second graders have some prior knowledge of a timeline, but I will assume they don't as I go through my steps. First I would draw a line on the marker board and add arrows to both ends. At this point I would ask the students some of the following questions:

- What do you think this line represents?
- Have you seen a line like this before? If so, what was on it?
- Do you think I could put something on it? If so, what would I put?

Depending on their knowledge of timelines I might write on it some events from my own life, including dates. We would then discuss some of the following:

- How events go in order
- Starting points on a timeline will vary
- The first date should be the earliest/farthest from today
- The ending date will continue to change as you add onto your timeline
- Timelines can be made differently

After learning about the basics of a timeline, along with an example we would begin making our classroom timeline. In my classroom, I will use a large portion of a wall and use painters' tape to make the “line” for our timeline. We will then add on index cards or recycled paper with important people, places or events we come across. As a class we will figure out what our focus will be because we will have to figure out how much we want to add to our timeline. Also we will probably start with the right side of our timeline being “2010 and 2011” for the school year and then work our way backwards to add on additional items.

One resource I plan to incorporate into my classroom this year is using the Library of Congress' website: <http://www.loc.gov/families/>. Once at the site, we will use the link: "Today in History." Each day they have an important figure represented, with a short biography, images and the important events. I plan to also have a variety of texts within our classroom to further promote the idea of learning about others from our history.