

## TIME LINE - FAMOUS PERSON

### Social Science and English/Language Arts

Grades: 2-3

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**Acceleration Approach**

Standard has been accelerated by moving grade level 2/3 up to the standard used for grade level 5.

K	1	2	3	4	5	6	7	8	9	CIM	CRLS/ CAM yes
		—————▶									

**Organizing Overarching Concept (e.g. systems, patterns of change, models, scales)**

Patterns of Change

**Organizing Higher Order Skills (e.g. Bloom's, Paul's Model of Reasoning)**

Paul's Model of Concept Development – history as a study of change over time and Paul's Model of Reasoning – historical analysis and interpretation of data.

**Differentiation Features - Students:**

- Use multiple resources
- Study a concept in multiple applications
- Develop a product
- Use advanced resources
- Design a model based on principles or criteria
- Make reasoning explicit

**COMMON CURRICULUM GOAL****Social Science—World History**

Understand the importance and lasting influence of issues, events, people, and developments in World History.

**Social Science—US History**

Understand the importance and lasting influence of individuals, issues, events, people and developments in US History.

**Social Science—State and Local History**

Understand and interpret events, issues, and developments in Oregon History.

Understand and interpret events, issues and developments in local history.

**Social Science—Historical Skills**

Interpret and reconstruct chronological relationships.

**English/Language Arts—Reading**

Develop initial understanding when reading literary text.

**English/Language Arts—Reading**

Develop an interpretation when reading literary text.

**CONTENT STANDARDS****Social Science—World History**

Understand the importance and lasting influence of issues, events, people, and developments in world history.

**Social Science—US History**

Understand the importance and lasting influence of individuals, issues, events in US History.

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#### Archetypal Model

Identify criteria for making a major contribution to mankind.

Read an advanced level narrative about a person who has made a major contribution to the world.

Complete the Graphic Organizer *Change Model*.

Record significant people and events in the research using the Graphic Organizer *Significant Events and the Significant People*.

Create a timeline based on a famous person.

Include significant events in world history and/or US history in the timeline.

#### TASK DEMAND

##### Sample Task Activity

- Read about a famous person from history. (e.g. Harriet Tubman, Amelia Earhart, Eleanor Roosevelt, George Washington, Abraham Lincoln, Martin Luther King).
- Relate the changes in your person's life using Graphic Organizer *Change Model*.
- Evaluate the person based on criteria for making a major contribution to mankind.
- Create a time line of that person's life. (The timeline must be produced by reading a narrative on the person's life. The student may not copy a timeline from a book.)
- Compare similarities and differences in stages of personal development i.e., child, young adult, mature adult.

Note: Some teaching in skills may be required if students have no previous experience in the tasks.

##### Additional Activities

- Students share timelines with the class.
- After class listens to the famous people timelines, review various historical personalities studied. Each student will have a 3"x 5" notecard taped to their back with the name of an historical personality the class has studied written on it. The student will not know the name of this person. Their goal is to try to identify "who they are" by asking questions that can be answered with a "yes" or "no" answer." (See some simple rules on the next page, left hand column.)

#### Social Science—State and Local History

Understand and interpret events, issues, and developments in Oregon history.

Understand and interpret events, issues, and developments in local history.

#### Social Science—Historical Skills

Understand, represent and interpret chronological relationships in history.

#### BENCHMARKS

##### Social Science—US History

5th Grade - Understand how individuals, issues and events changed or significantly influences the course of US History from pre-history through the period of the American Revolution.

8th Grade - Understand how individuals, issues and events changed or significantly influenced the course of US History from post American Revolution through 1900.

10th Grade - Understand how individuals, issues and events changed or significantly influenced the course of US History after 1900.

##### Social Science—State and Local History

5th Grade - Understand how individuals changed or significantly influenced course of Oregon state history.

5th Grade - Understand how individuals changed or significantly influenced the course of local history.

##### Social Science—Historical Skills

3<sup>rd</sup> Grade - Understand calendar time sequences and chronological sequences with narratives.

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- Some simple rules to follow are: no more than two questions at a time can be asked of any one person, the student must figure out who he/she is within 20 questions. Everyone who does this is a winner but the person who figures out who he/she is in the least number of questions is the grand winner. It might help if each student started with a paper numbered from 1 to 20. After each question, a number is erased (or checked) off. To prevent wild guesses, a penalty of three numbers should be given. When everyone has completed the activity a sheet with all of the personalities on it can be assigned for each student to make a general statement about. (Activity from An AskERIC Lesson Plan#: *Famous Person -- Who am I?*)

#### Questions

- What were the personal qualities that led your famous person to making a contribution?
- What were the external influences on your person that led to making a contribution?
- Who was significant in this person's life?
- What were some changes in your person's life?
- What was the role of the following in your person's talent development: parents, educators, hard work, mentor, employee?
- Why is this person recognized today?

#### Implementation Time

- 12-20 hours depending upon the skills already developed by the students.

#### Resources

If the school has a library media specialist or volunteer ask them to assist in identifying biographies on people such as:

Amelia Earhart  
John F. Kennedy  
Martin Luther King, Jr.  
Harriet Tubman  
George Washington

Activity on sample task is from An AskERIC Lesson Plan *Famous Person -- Who am I?*

[http://askeric.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Social\\_Studies/History/HIS0004.html](http://askeric.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Social_Studies/History/HIS0004.html)

5<sup>th</sup> Grade - Interpret data and chronological relationships presented in timelines and narratives.

#### English/Language Arts - Reading

4th Grade - Identify the main events of the plot, their causes and influence of each event on future actions and the main theme from the story action.

4th Grade - Use knowledge of the situation and setting and of character's traits and motivations to determine the causes for that character's actions.

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Scoring Guide Social Science	6 Exemplary	5 Proficient	4 Strong	3 Developing	2 Emerging	1 Beginning
<b>Students will be able to:</b>						
Demonstrate chronological order on a timeline.						
Synthesize relevant data about a famous person's life.						
Demonstrate an understanding of an individual's contribution to the development of a society.						

Scoring Guide English/ Language Arts	6 Exemplary	5 Proficient	4 Strong	3 Developing	2 Emerging	1 Beginning
<b>Students will be able to:</b>						
Identify the main events of the plot, their causes and influence of each event on future actions and the main theme from the story action.						
Use knowledge of the situation and setting and of character's traits and motivations to determine the causes for that character's actions.						

**GRAPHIC ORGANIZER**  
**SIGNIFICANT EVENTS**

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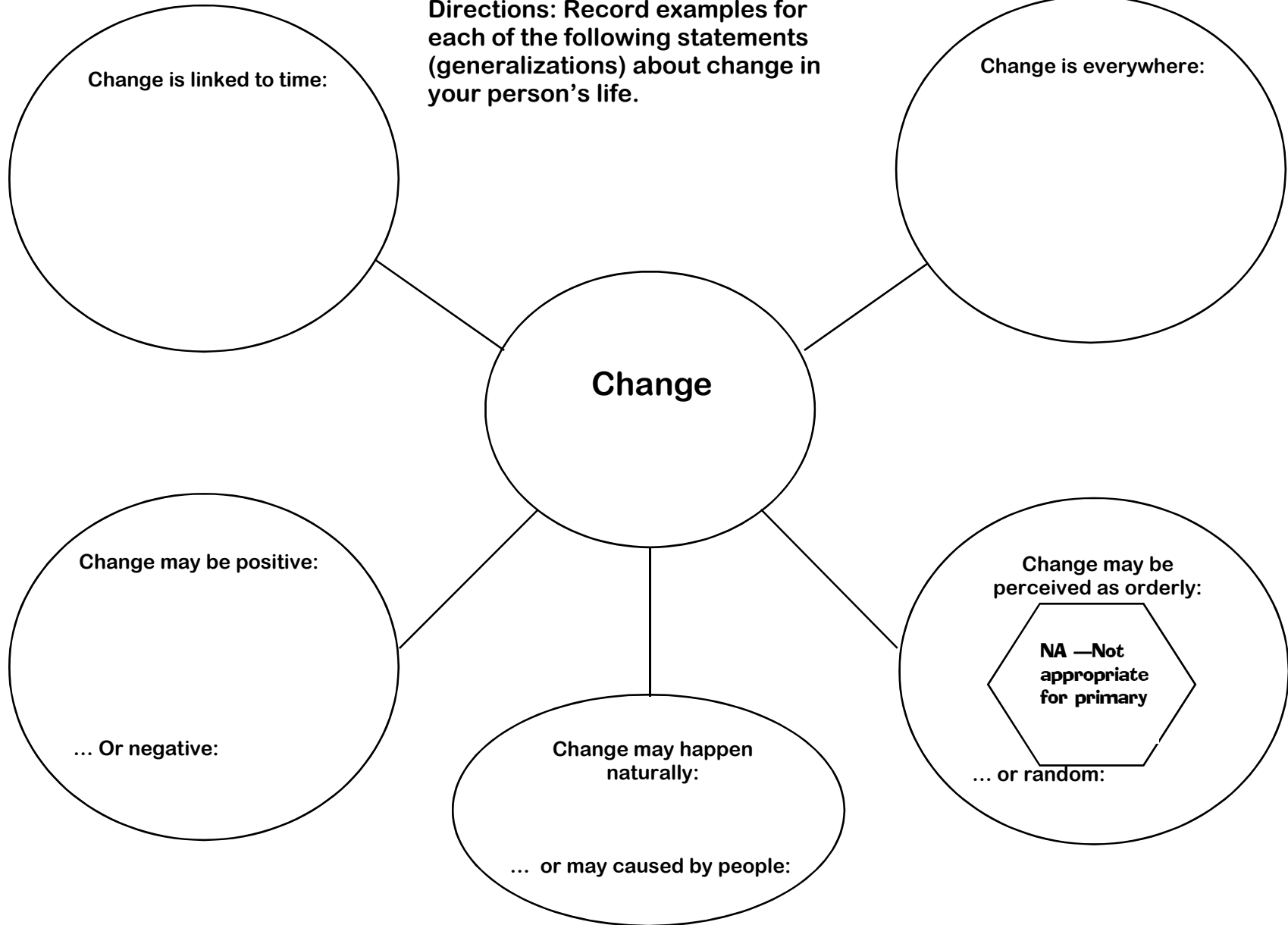
Name \_\_\_\_\_ Date \_\_\_\_\_

Famous Person \_\_\_\_\_

<b>Important Events in My Famous Person's Life</b>	<b>Important Historical Events</b>
1.	
2.	
3.	
4.	
5.	

Graphic Organizer  
**CHANGE MODEL**

Name \_\_\_\_\_ Date \_\_\_\_\_



Directions: Record examples for each of the following statements (generalizations) about change in your person's life.

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**TAG NEEDS ADDRESSED**

INTELLECTUALLY GIFTED	ACADEMICALLY TALENTED ENG/LA	ADVANCED SOCIAL SCIENCE KNOWLEDGE/SKILLS	CAREER RELATED LEARNING STANDARDS FOR CAM - Certificate of Advanced Mastery	TEACHER CHECKS THE BENCHMARK LEVEL STUDENT IS PURSUING
<input checked="" type="checkbox"/> Advanced Critical Reasoning <input type="checkbox"/> Scholarly Interaction <input checked="" type="checkbox"/> Continuous Progress for Level and Rate* <input checked="" type="checkbox"/> Challenging Resources <input type="checkbox"/> Effecting Change <input checked="" type="checkbox"/> Decision Making; Ethical Use of Influence <input type="checkbox"/> Leadership Training/Career <input type="checkbox"/> Realistic Goal Setting <input type="checkbox"/> Regular Interaction with Intellectual Peers <input checked="" type="checkbox"/> Social-Emotional Issues; Support; Coping Strategies <input type="checkbox"/> Advanced Academic Planning <input type="checkbox"/> Opportunity for Competition/Failures/Successes <input type="checkbox"/> Creative Problem Solving with Real Problems/Audiences <input type="checkbox"/> Pursuit of Advanced Level Research <input checked="" type="checkbox"/> Advanced Vocabulary Development	<input type="checkbox"/> Advanced Critical Thinking in LA <input checked="" type="checkbox"/> Continuous Progress/Level and Rate* in LA <input checked="" type="checkbox"/> Challenging LA Resources <input type="checkbox"/> Creative Problem Solving Strategies in LA <input checked="" type="checkbox"/> Advanced Vocabulary Development <input type="checkbox"/> Leadership Training/Career <input checked="" type="checkbox"/> Decision Making; Ethical Use of Influence <input type="checkbox"/> Regular Interaction with Talented LA Peer <input type="checkbox"/> Realistic Goal Setting <input type="checkbox"/> Opportunity for Competition/Failures/Successes <input type="checkbox"/> Advanced Academic Planning in LA	<input type="checkbox"/> Advanced Critical Thinking in Soc Science <input checked="" type="checkbox"/> Continuous Progress/Level and Rate* in Soc Science <input type="checkbox"/> Challenging Soc Science Resources <input type="checkbox"/> Creative Problem Solving Strategies in Soc Science <input type="checkbox"/> Soc Science Advanced Vocabulary Development <input type="checkbox"/> Leadership Training/Career <input checked="" type="checkbox"/> Decision Making; Ethical Use of Influence <input type="checkbox"/> Regular Interaction with Talented Soc Science Peer <input type="checkbox"/> Realistic Goal Setting <input type="checkbox"/> Opportunity for Competition/Failures/Successes <input type="checkbox"/> Advanced Academic Planning in Social Studies	<input checked="" type="checkbox"/> Personal Management <input type="checkbox"/> Problem Solving <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Teamwork <input type="checkbox"/> Employment Foundations <input type="checkbox"/> Career Development	<p><b>English/LA:</b></p> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> CIM <input type="checkbox"/> CAM
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">             * Rate requires monitoring to ensure that the student was allowed to move ahead upon acquiring concepts.           </div>				
<p>Student _____ Grade _____</p> <p>Teacher _____ School _____</p> <p>Date Initiated _____ Date Completed _____</p> <p style="text-align: center;">Check TAG Identification category:   <input type="checkbox"/> Intellectual   <input type="checkbox"/> Academic Math   <input type="checkbox"/> Academic LA</p>				