

Lesson Plan – Clothesline Timeline

Students' Prior Knowledge: Students do not need prior knowledge for this lesson. This lesson will serve as an introduction and will activate new knowledge gained in this lesson. Students will have read the *Chronicler* Volume 21 – Number 1.

Instructional Objectives: Students will be able to identify a timeline and its usefulness in organizing historical events.

Key English Language Arts Concepts: Elementary Listening and Reading, 1. Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources. **Elementary Speaking and Writing,** 2. Speaking and writing to acquire and transmit information requires asking probing and clarifying questions, interpreting information in one's own words, applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly.

Key Social Studies Concept: 2. Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.

Students:

- gather and organize information about the traditions transmitted by various groups living in their neighborhood and community

- recognize how traditions and practices were passed from one generation to the next

- distinguish between near and distant past and interpret simple timelines.

Learning Materials/Aids: Clothesline (tied to two chairs), clothes pins, 8 1/2" X 11" cardstock, markers.

Procedure:

***Introductory Activity (Anticipatory Set; Engaging Learners; Activating Background Knowledge):** Introduce topic to students. The teacher will explain the purpose of a timeline and create a simple timeline on the board of their school day.

***Meeting the Objectives (Instructional Sequence, Adaptations for Special Learners):** After the introductory activity is complete the teacher will begin by giving the instructions to the students. Students will be divided into pairs each pair will be assigned a section of the *Chronicler*. The students will chose one event that they find the most significant from their assigned section and write the information on the cardstock. The teacher will collect the cards and mix them. The teacher will then read the cards and ask the students where they should be placed on the clothesline.

Assessment: Assessment will be informal and formative regarding participation during the project and grasp of concepts during the discussion period. Informal assessment will also take place as the teacher observes the students. A rubric for informal assessment is recommended.