

Unit: My Place in History

Title of lesson: History of Yesterday

Timeframe: 1 Day

Standards addressed:

NCSS:

Standard 1.A

Alaska State Standards:

Standard A.1

Standard D.1

Social Studies Knowledge, Skills, Dispositions:

Group data in categories according to appropriate criteria

Communicate orally and in writing

Further developing a schema for history

Learning objectives: At the completion of this lesson, students will:

Understand that yesterday is a part of history

Be able to create a grouped timeline of events

Cooperative skills addressed:

Pairing of students who need extra assistance, as needed.

Materials needed:

Pencil/Paper

Harry Potter History Chart

Morning/Afternoon/Evening Event Listing Sheet

History of Yesterday Timeline Sheet

Teacher's list of events from yesterday

Self-Assessment Rubric

Lesson Plan/Lesson Design

1. Prior assignment/preparation – Students should have a beginning schema of what history means. Students should understand the difference between morning, afternoon, and evening. Students should have prior knowledge of how to accurately complete a self-assessment rubric.

2. Opening activity – Review yesterday's discussion regarding history. Bring out chart paper with Harry Potter history on it. As a large group, have students put history in order based on which movie/book the event occurred in. If this is difficult for students to complete on their own, it may be advisable for students to be paired with older book buddies.

3. Specific lesson design -

After plotting Harry Potter events in different movies/books, pass out the worksheet that details morning/afternoon/evening events of yesterday. Students should come up with approximately 10 events that happened the prior day. If students are able to generate more than 10, teacher will need to be sure to include a discussion regarding determining the importance of events. After students have generated a list of historical events from yesterday, have them place the list to the side. Teacher will then model the lesson by sharing his/her list of events that happened during the prior day, and plotting them on the yesterday timeline. Call on a few students to share their events that happened yesterday, and ask them where they would fit on the timeline.

Discuss with students the fact that everything that happened to them yesterday was history, or in the past. Yesterday was history, and they will be plotting their history similar to how the teacher did on the board. Tell students that another way to document their history is by keeping a daily journal, which we will begin doing in class.

Students complete their individual timelines by placing the events in areas labeled morning, noon, or night. Following completion of timeline, students share their work with a self-selected partner, then complete assessment rubric. Students that finish early can go back to the Harry Potter chart and try to determine which events happened in the morning, afternoon, or evening.

*Extension activity: Put up class timeline and begin to include any significant events in students' histories that they share throughout the year.

4. Assessment –

Prior to turning work in, students complete a self-assessment rubric (attached). Timelines and self-assessments are added to their interactive notebooks after teacher review.

A Rubric for My Timeline

| I Have: | Advanced: I did a great job! | Proficient: I did ok. | Novice: I could have done better. |
|--|-------------------------------------|------------------------------|--|
| Included at least 10 things that happened yesterday | _____ | _____ | _____ |
| Separated my events based on morning, afternoon, or night | _____ | _____ | _____ |
| Shared my work with a partner and had them check it over | _____ | _____ | _____ |
| Enjoyed completing this timeline! | _____ | _____ | _____ |

Name: _____

| Morning | Afternoon | Night |
|---------|-----------|-------|
| | | |

History of Yesterday

