

GED 2002 Teachers' Handbook of Lesson Plans

Area/Skill - Social Studies	Cognitive Skill Level - Comprehension	Correlation to Framework - 02.06	Lesson Number - 08
<p>Activity Title - Who's On First?</p> <p>Goal/Objective</p> <p>To gather information and create a timeline.</p> <p>Lesson Outline</p> <p>Introduction</p> <p>It is important for the people of our country to become familiar with the history our county. The United States is over 200 years old and many events have occurred both on American soil and overseas. It is important for citizens to understand in what sequence these events took place.</p> <p>Activity</p> <p>Divide the class into small groups. Each group– will be assigned a president's name. Each group will research using any and all available resources important events that occurred during that president's term. The class will then compile a time line that will display each group's findings. The timeline will be displayed in the room so that students can observe the graphic representation of these events.</p> <p>Debriefing/Evaluation Activity</p> <p>Instruct the students to discuss why it is important to know important events about the United States and how these events have had an impact on their lives. The students should recognize that history plays an important role in the quality of life that they enjoy today.</p>			<p>Materials/Texts/Realia/Handouts</p> <ul style="list-style-type: none"> • Paper, pencil • Markers, chart paper • Rulers • Chalkboard • Encyclopedias • Newspapers/news magazines • Computer with Internet connection
			<p>Extension Activity</p> <p>Ask students to pick another president and complete a search for events during his term.</p> <p>Create an extension to add to the classroom timeline and post in the proper location.</p>
			<p>ESE/ESOL Accommodations</p> <ul style="list-style-type: none"> • Allow students additional time to complete activity. • Have students assist others with reading materials. • Provide reading materials at different levels.
<p>Real-Life Connection</p> <p>Ask the class how many keep a calendar of the daily, weekly, monthly, and yearly events in their life. For further discussion ask; Is the record a timeline? Is it helpful to know when certain events have taken place in your personal life?</p>			

GED 2002 Teachers' Handbook of Lesson Plans - Script

Area/Skill - Social Studies	Cognitive Skill Level - Synthesis	Correlation to Framework - 02.06	Lesson Number - 08
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Activity Title - Who's On First?

Introduction

Ask: What did you do yesterday? Discuss. What did you do this morning? Demonstrate that you can illustrate a person's day or even life by drawing a timeline of a student's events on the chalkboard. What about this afternoon? Add the last event to the timeline.

Main Activity

Say: We are going to make timelines that will show the history of our country. Divide the class into pairs or threes. Give each group a name of a president. Select 7 presidents' names starting with George Washington and then choosing 3 in the 19th century and 3 in the 20th century. *Say:* Now you will research the life of that president. Research only those years that he was president and find out the important events that happened within his term. List the important events or inventions and the years in which they occurred. Have the students draw a wall size timeline using large chart or butcher paper. Have each group then prepare their part of the timeline and display it in the classroom.

Closure/Conclusion

Ask: How can you use timelines? Can they be an important tool that can help you see the events over a period of time? In your opinion, why are they helpful or not helpful to you?

Follow-Up Lessons/Activities

Have a student create a timeline of his/her life from birth to present. He/she will include special events in his/her life that took place during this time. Using the timeline in the classroom, the student will add those events, which fit in his/her timeline. Share some of these special events with the class.