



Talking Timelines: Snapshots of the Past, Present and Future

by Miesha Gadsden 2014 CTI Fellow
J.H. Gunn Elementary School

This curriculum unit is recommended for:
2nd/3rd Grade

Keywords: History, Timelines, Visual Storytelling

Teaching Standards: See [Appendix 1](#) for teaching standards addressed in this unit.

Synopsis: One common phrase that I remember hearing as I grew up as a child was, “In order to know where you are going...you must remember your past.” Our history is rich with stories, people and events that help shape who we are and the world around us. It is important for us to have an appreciation of history so we know where we would like to go for the future. Storytelling is a perfect example of how memorable moments can be shared and kept alive. Children love hearing stories about life, especially when it relates to their own. I have discovered in my years of education that **children of all ages LOVE being read to.** Reading helps us not only to become better readers, but better writers. This unit will explore the history of events and people through pictures, written words and oral stories. Students will have opportunities to work in choice-based groups to develop a Talking Timeline on an important figure in history. Each member of the group will choose one image that represents a pivotal event or moment in the life of their historical figure. They will create a speech bubble using words or phrases that represent the character traits and actions of their chosen historical figure. I want to create a unit that will boost children’s own natural creativity through literature as well as strengthen their skills in writing and social studies. With this unit, I want students to feel confident with storytelling and immerse themselves into characters to creatively express themselves. This can be done through pictures, words and stories. Let the snapshots begin!!

I plan to teach this unit during the coming year to 22 students in 2nd grade.

I give permission for the Institute to publish my curriculum unit and synopsis in print and online. I understand that I will be credited as the author of my work.

Talking Timelines: Snapshots of the Past, Present and Future

Miesha Gadsden

Introduction

The Discovery

One common phrase that I remember hearing as I grew up as a child was, “In order to know where you are going...you must remember your past.” Our history is rich with stories, people and events that help shape who we are and the world around us. It is important for us to have an appreciation of history so we know where we would like to go for the future. Storytelling is a perfect example of how memorable moments can be shared and kept alive. Whether it is visually or orally, stories can provide in-depth looks into the lives of others and how people or events may have changed over time. Children love hearing stories about life, especially when it relates to their own. I have discovered in my years of education that **children of all ages LOVE being read to**. Reading helps us not only to become better readers, but better writers. This unit will explore the history of events and people through pictures, written words and oral stories. Students will have opportunities to work in choice-based groups to develop a timeline on an important figure in history. Each member of the group will choose one image that represents a pivotal event or moment in the life of their historical figure. They will create a speech bubble using words or phrases that represent the character traits and actions of their chosen historical figure.

In teaching Language Arts to my 2nd grade students, I realize each day that they gravitate towards books that are introduced or shared in class. Any time I use a book as a read aloud, I often find students cuddled up with that very same book the next day! Not all students have the same exposure to books and libraries at home which is why it is so important to expose them to as many different types of books as I can while they are in school.

Typically when teachers tell students it's time to learn about history or social studies, there are groans and moans from students because they feel it is boring and not important. I would like to bring a breath of fresh air to history and change the way students perceive it. I want students to feel excited about their past and learning the history of others. The first way to ignite this energy is by having students take a look at themselves and understand that **they** are important pieces to our history as well. A fantastic book to use with students is *The Best Part of Me* (see [Lesson 1/Appendix 3](#) for detailed plan). From this lesson, students will gain an appreciation for their unique qualities and how they play an integral role in society.

I want to create a unit that will boost children's own natural creativity through literature as well as strengthen their skills in writing and social studies. With this unit, I want students to feel confident with storytelling and immerse themselves into characters to creatively express themselves. This can be done through pictures, words and stories.

Demographics

J.H Gunn Elementary School is a Title 1 public school serving students K-5. The school itself has great history as it once began as four-room school frame called Clear Creek Colored Union High School in 1923. It has evolved through the years with changes in principals, students and building structure, but still retains the original gym as part of its rich history. The school has a population of 719 students, with 86% of students who qualify for free and reduced lunch. Within our subgroups our student background is 49% African American, 33% Hispanic, 14% White and 4% Asian.

Our principal firmly believes that quality instruction and uninterrupted instructional time are the keys to building student success. Our school motto, "Where Children Come First!" encourages the academic, physical, and social development of every student.

Our school serves students with physical, emotional and mental special needs as part of our Inclusion Program. Students also have opportunities for enrichment through our Talent and Development Program, English as a Second Language Program, Girls on the Run, Student Government, Basketball and Cheerleading. This school has been an integral part of our community and school system for more than 80 years.

I am a 2nd grade teacher at J.H. Gunn and have also taught Kindergarten and 3rd grade. I teach a wonderful group of students who come from various background and are on diverse academic levels. Some students come to me with very little home support, while others have support from mothers, fathers, aunts, uncles, etc. Some students come to second grade already reading on grade level, while others come in reading on grade levels that are 1-2 years behind. I collaborate with my fellow 2nd grade team as well as staff to create lessons that meet the needs of all my students. I use professional development such as Discovery Education training, Investigations Math Training and Common Core training to enhance knowledge and growth in my classroom. Discovery Education training was a huge support in finding science and social studies videos correlated to Common Core Standards. Common Core Standards are new to the state of North Carolina. Therefore extensive training has been offered to give teachers a better understanding of how they can prepare students to be global learners.

Our PTO involvement is very high within the school as parents volunteer both their time and monetary gifts. This year we were fortunate to receive 2 additional SMART boards for classrooms, which aid in technology and preparing our students for the 21st century. Currently each 3rd, 4th and 5th grade classroom has SMART boards installed in

its classroom and the goal for PTO is to have each classroom equipped with this essential resource.

J.H. Gunn also initiated a Gardening Project with the help of our PTO. Students have an opportunity to plant, harvest and grow crops such as green beans, onions, lettuce, spinach and much more. Once students harvest the vegetables, they are taken to the Second Harvest Food Bank to give to those in need. What a great way to use hands-on learning and caring hearts to better the community! Our school is successful because we have a strong community and everyone believes in working together. This unity did not happen overnight. It required people from the past and leaders in the community joining their ideas together to plan for a successful future. This type of unity is important to pass on to students so that they understand their essential role in shaping our history.

Objectives

The Purpose

The overarching idea for this unit is for students to understand how people and events develop over time through the use of timelines. Timelines give us a helpful and quick visual into the lives of others. Students will first explore how pictures help us learn more about events and the lives of others. We will look at picture books from Romare Bearden and Faith Ringgold. These two artists and illustrators have deep connections to the history in Charlotte. Students from this area will be able to make connections to Romare Bearden because he lived in Charlotte and has a beautiful park in his honor. Faith Ringgold also has connections to Charlotte with her famous artwork and books throughout our museums and libraries. Using the works of Ringgold and Bearden will give students an opportunity to see how color, line and style are used. They will point out details they notice from the pictures and the feelings or emotions they experience when they look at them. A great resource to use showing Bearden's work is: The Met Museum for Kids <http://www.metmuseum.org/metmedia/kids-zone/art-trek/romare-bearden-lets-walk-the-block>. Once students enter this site they can take a close look at one of his famous paintings: *On the Block*. There are 4 questions listed on his website to help students think about the painting:

How is it made?

How is it composed?

Why do you think he chose a collage?

What do you see?

Once students have a general idea on how to analyze pictures from Romare Bearden's work, they will use other books to help learn about style, color and repetition. A great book to use for color is Faith Ringgold's *If a Bus Could Talk*. This story not only integrates elements of visual storytelling but also retells important events in history, as this book is based on the story of Rosa Parks. Before reading the book to students, have

students take a “Picture Walk” where they only look at the images from the book. Provide questions to stimulate their thinking as they examine the book and also have them make predictions to what each scene will be about. Below are Thinking Stems to help students organize their thoughts through their Picture Walk.

Book Location	Thinking Stem Questions	Suggested Responses
Page 3-4 (yellow background to the left and picture of Marcie sitting on the bus to the right)	What main color stands out on both pages? Why do you think the author/illustrator chose this particular color?	Yellow is used as the main color to create a happy or curious mood. It is placed in the background of the text on page 3 and is the only page in the book that has a bright yellow background. When reading the words to the text, readers discover that the main character is curious about what the talking bus will begin to tell her.
Page 6 (dark background with black horses)	What mood or feeling do you get when you see this page? What objects stand out to you and why?	Some students may see this page as a dark sea with white boats, while other students may see this as a horse race. This would be a great time to tie in perspective and how we are able to see different images based on color and style. The actual picture depicts members of the Klu Klux Klan riding on horses during a dark and scary night. The illustrator uses shades of purple and black to produce a dark background. The placements of the clouds also make the scene frightening because they cover part of the objects in the picture. With the author’s line style, readers are able to see how quickly the horses move through the night as the lines are drawn strategically around the horses.
Rosa Parks (whole book)	Do you notice anything in particular about Rosa Parks’ clothes? How are you able to spot her on each page?	The illustrator chose the same red dress for Rosa to wear and it follows her throughout the entire book. This helps reader pick her out and lets the main character stand out above the other characters in the book.

After reading *If a Bus Could Talk*, students will read biographies and historical fiction books on other civil rights leaders such as Dr. Martin Luther King, Jr., Cesar Chavez, Mother Teresa, Mohandas Gandhi and Jackie Robinson. This particular group of people has similar leadership qualities such as being peaceful leaders and also allows students to see a variety of leaders from around the world with different cultural backgrounds. They will use pictures and a photograph to analyze and predict what they think is happening in each picture (See [Lesson 2/Appendix 4: If Pictures Could Talk](#)). As a culminating project, students will self-select a historical figure they would like to research and work in groups to create a timeline about that person (See [Lesson 3: Talking Timelines](#)).

Implementing Teaching Standards: The Goals

This unit will target 3 main literacy goals, writing goals, and social studies goals. In the first literacy strand under informational text, students will ask and answer questions such as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text. With this goal, I plan to use stories from our Balanced Literacy Program, read-alouds, novels, and storytelling clips from Discovery Education. Discovery Education not only has clips for students to connect visual images, but reading passages that correspond as well. I want to expose students to a variety of literature so they can apply skills such as identifying main idea and detail, making inferences, and summarizing.

To help students make connections to visual images, another important literacy strand will be used:

CCSS.ELA-Literacy.RL.2.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

Before reading the words to the selected stories, I will show students just the pictures and have them create their own version of the story. One particular book I would like to use to springboard their imagination is *Rosie's Walk* by Pat Hutchins. This will give them an opportunity to study the setting and characters to develop their own predictions and thoughts. Sometimes it is easier for students to use their prediction skills with fiction text versus nonfiction text. *Rosie's Walk* is an excellent way to show how pictures convey different meanings based on our individual perspectives. I want to use this opportunity to focus on Visualization and Prediction because they are skills students can use throughout this unit when researching historical figures. Visualization allows them to step into history based on the facts presented from the books. Prediction allows them to think about how things may have been different without the courage and persistence of our great leaders in history. Visualization and Prediction will be done mainly through Reader's Theater and having students put themselves in "the characters' shoes." We will discuss how the main character changes emotions throughout the story and the overall mood or tone of the story.

The third main literacy strand will be:

CCSS.ELA-Literacy.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

This goal will be accomplished through the use of SMART board technology, Discovery Education clips and verbal opportunities to share stories. One website I found particularly interesting for technology is <http://www.storylineonline.net/> where stories are told online by members of the Screen Actors Guild (SAG). This allows students to hear the stories out loud from different sources and the site also has accompanying activities and lessons for students to extend their learning.

CCSS.ELA-Literacy.CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

During Reader's Workshop lessons incorporated throughout the unit, students will have an opportunity to compare and contrast elements of two different books written by the same author. They will observe the characters, the setting, the problem and the mood of the story to determine how it is similar or different.

CCSS.ELA-Literacy.W.2.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

The Connection

Further aspects of learning I would like to incorporate with this unit are social studies objectives. The 2nd grade Social Studies curriculum mainly focuses on History and Change from the past to present. Using stories is a perfect way to blend these elements together. I would love to have special guests come talk to the students about their own personal lives and how they compare to daily living of today.

Social Studies Essential Standards 2.H.1- Understand how various sources provide information about the past.

2.H.1.1 Use timelines to show sequence of events.

2.H.1.2 Identify contributions of historical figures (community, state, nation and world) through various genres.

We have a Storytelling Festival each year at school where librarians and community volunteers are invited to retell their favorite stories. I would like to extend this to a cultural Storytelling event so students not only have an opportunity to hear stories from the past, but from other cultures as well. We have community church partners that I would like to use as a resource. Some suggestions are to have them show their background on maps and globes for students to see, bring in artifacts and pictures that relate to their story or culture, and give students an opportunity to interact through question and answer sessions. Following the Storytelling Festival, I would like students to use their communication skills to share their knowledge learned to students in younger grade levels. This could be presented through art, through skits, through music or through speaking. We want students to feel confident in expressing themselves to their classmates and enhance their listening and speaking skills. Having an opportunity to communicate and teach students in other grade levels will only add to their educational balance.

Background Knowledge/Helpful Hints

Before starting this unit, there are several questions teachers must ask themselves about a Book Study to make the unit as successful as possible. Teachers must bring as much enthusiasm to the table about the Book Study so that students can feed off that excitement and become engaged as well. Below are five main points from author Alma Flor on the most important messages for children:

1. Good books are fun and can be great friends to everyone. All we need is to find those appropriate for each moment.
2. Language belongs to all of us, and we can all use it creatively to enhance our lives.
3. Stories, values, feelings, ideas, and information can be shared with many people via writing.
4. All children have the potential and the right to become anything they want in life.
5. Two languages are better than one. Developing the ability to translate can lead to a useful and rewarding profession.

Strategies

The anticipated timeline for this unit is 6-8 weeks (See Unit Overview [Appendix 2](#)). The first week will be spent on discovering positive attributes about ourselves and how we play an important role in our community. The second week will be on how we look at visual images and use the work of Romare Bearden and Faith Ringgold. The next 3-5 weeks will be spent on researching historical figures and how they impact the world. We will use timelines, graphic organizers and a variety of resources to research our information. The final 2 weeks will be spent on individual and group research, ending with the culminating activity.

I would like to arrange students in a variety of ways from independent reflection to small group jigsaw. When students work independently on a new reading passage or play, I would like them to choose an area of the classroom they feel they work best and use whisper phones to practice their reading out loud (*Whisper phones can be made from PVC pipes as well and look similar to telephones. It allows students to hear themselves without disturbing others). This helps students experience works of art on their own to see what images or pictures come to mind when they read and view books. I would also like students to work with partners to switch roles and experience fluency practice.

Jigsaw

With small group jigsaw, I would like students to work together to create their Talking Timelines. Students will first choose a historical figure based on their own interest. They will choose from Jackie Robinson, Mohandas Gandhi, Mother Teresa and Rosa Parks. I will have students write their top two choices on a sticky note, like a secret

ballot, so they are not influenced by their peers on making a decision. Once students are in groups they will research information on their historical figure and analyze preselected photos. Each student will take a section of the historical figure's life and write a short summary. The summary will be included on their talking timeline. Students will use butcher paper to draw a large size timeline. Included on the timeline will be their summaries as well as their photographs. They will place speech bubbles above the photographs to write what they think their historical figure would say to the world today. What message do you think they would try to get across to others? Small groups will also be used when students create their Mind Maps. Mind Maps is a tool I would like to try which is similar to a large graphic organizer. I will choose certain words or topics and write them on butcher paper. Students will "blog" their thoughts by writing their connections to the topics on butcher paper. Each time a new thought or idea is added, a line is drawn to show the connection. By the end of the Mind Map, student work may look similar to fireworks with lots of connected ideas. Mind Maps will be used with the lesson: *If Pictures Could Talk* (see Lesson 2).

Conversation Journals

This strategy provides a non-threatening outlet for students to write and for teachers to create dialogue with their students. For this unit I want to use Conversation Journals to find out what type of stories my students are interested in so that I can correlate similar scripts based on their interest level. I also would like to use the journals to discover any fears or concerns my students may have about reading and speaking in front of others. For example, if I know that James is extremely shy and he expresses that in his journal, I may offer him modifications of other ways he can present his Talking Timeline through props or masks. If Cara writes in her journal that she enjoys poems and singing, I may suggest to her to sing or act out her Talking Timeline.

Centers

There are so many aspects to Reader's Workshop and Creative Expression and I want students to have an opportunity to experience as much as they can. I will have four different rotating centers set up in the classroom, which will include: Research, Creative Writing, Dramatics and Art. These centers will be introduced at the beginning of the unit so that all students understand expectations and activities. Students at the Research station will use the computer and SMART board to "dig up" interesting facts about Dr. Martin Luther King Jr. and his life. They will have opportunities to work collaboratively or individually and record their research on chart paper to be kept throughout the unit. The second station will be the Creative Writing station where students will experience writing scripts at first hand by referring to writing templates and ready-made scripts. They can use books about historical figures to spark their writing. The Dramatics station will allow students to use their acting skills practice their voice intonation and reading with expression. There will be tape recorders at this station where students can record

their voice from the story and listen back to make changes and reflect over their skills. The final station will be the Art Station where students will design murals and 3D objects from events of their historical figures' life. They can choose a variety of art materials such as markers, poster board, boxes, craft stick, etc.

Rubrics/Surveys

Rubrics are extremely helpful in focusing on a specific skill or task. Rubrics give students a guideline to what is expected of them and helps me as a teacher evaluate and assess whether they understand. For example, if the goal or purpose of the assignment is Working Cooperatively with a group, a rubric can be used to assess this. Students would receive a 4 if they participated and respected the ideas of others 90-100% of the time. They would receive a 3 if they participated and respected the ideas of others 70-80% of the time. They would receive a 2 if they participated and respected the ideas of others 60-70% of the time, etc. Surveys will also be used to get an idea of student interest and self-assessment. Students will rate themselves on how well they completed a task or performance skill. They will reflect using their survey and in their response journals.

Best Picks

Once students have an opportunity to work with a variety of literature, we will create a Top Ten List of Best Picks for the classroom. This will include class favorite books, poems, and student-created samples. Students will vote on literature they find stimulating, appealing, and use those resources to extend into their own writing. This will give students a voice and help them find areas they are strong in.

Cooperative Grouping

This is another strategy I would like to use with this unit so students can share ideas and learn how to work together. When placing students in groups, it is helpful to assign task jobs for each student to hold them accountable for their own learning. Some examples of task jobs include: Director, Reader, Materials Manager, and Data Recorder. (NSTA Cooperative Grouping)

Director or Taskmaster—Encourages each group member to participate and perform his or her jobs. The director may also read and assign parts to play, notify the teacher of group problems or questions, and monitor the time.

Materials Manager—Gathers all necessary materials for the group. Ensures that all members are taking care of materials and using them properly, and that the work area is cleaned by all members of the group at the end of the activity.

Data Recorder—Writes ideas on a group paper once members have reached a consensus. They check for accuracy. They may also act as group reporter if needed. Students will rotate their task jobs during different plays and dramatic practices to get an opportunity to experience each task.

Guest Speakers/Visits

I will use images from Faith Ringgold to show how images can connect to tell stories. Typically, books are just read through their words. This approach will allow students to use their imagination to visualize and predict by reading the pictures instead. This will be good to use during the second week of the unit, following *The Best Part of Me* activities. Two great video to include about Faith Ringgold and her quilts can be found on Youtube: *Quilting as an Art Form* and *Creating the Tar Beach Story Quilt*. For a culminating activity I would like our class to create a quilt highlighting a special moment in each one of our lives. We have a Quilting Ministry at church that meets twice a month to design quilts. One of their quilts was even featured in the White House. I would like to develop a partnership with them so that they can come in to work with the students on making their own quilt squares and eventually the class quilt. Because most of the members in the Quilting Ministry are seniors, I also think it would be a great opportunity for them to share stories with each other of their “Talking Timelines”. Students could develop interview questions for the Quilting Ministry to learn about members of the quilting ministry and compare it to their own childhood. For example, how did they get to school? Were most schools integrated or segregated? Where did you eat your lunch? I guarantee students would be very surprised at how things have changed. My goal would be to have 2 visits from the Quilting Ministry over a period of 6-8 weeks.

Modeling Research

Teacher will model how to create a nonfiction biography or summary about a person. Within the biography, students should identify a problem and solution. When researching, students often copy exactly what is in the book or computer instead of creating a summary. Modeling how to pull out important facts is essential for students to understand when conducting research on their own. I will use a variety of question stems to help them streamline their summary and pull out important facts. *What was a problem that they faced growing up? How did they react or change based on the problem? Was the problem ever solved? If you were in the same situation, what do you think you would have done?*

Nonfiction Biography Graphic Organizer

Someone	Who is the person you are interviewing or researching?
Wanted	What were their goals or achievements?
But	Did they face any problems growing up?
Then	What happened as a result?
So	How did it make them a better person? What character trait would you use to describe them?

Overall, I would like this unit to be engaging, exciting, and give students an opportunity to make real life connections in their everyday life. I want to use storytelling as a springboard to culture and stories of the past and present. The culminating activity for this unit will be hosting a Talking Timeline Tea party (See Appendix 4). During this event, I will invite parents to hear presentations from their children on a historical figure. Students will discuss life of their historical figure, show pictures/collages of their lives using multimedia (paintings, sculptures, drawings, etc.). The Picture Collage and the Timeline will be used as an assessment of their listening skills and connection skills. While each group is presenting, students will take notes on the presentations in their Historical Figures booklet. The booklet will include all four historical figures that students had an opportunity to choose from: Rosa Parks, Jackie Robinson, Mother Teresa and Mohandas Gandhi. Students will write one interesting fact they learned from the group presentation and how that historical figure created change in the community or world.

They will then communicate their same Talking Timeline to their Kindergarten buddies to show how stories are passed down from one generation to the next. This is a great example of how to share stories from person to person. I want students to have an excitement for literature and discover that it is all around them!

Appendix 1

Implementing Teaching Standards: The Goals

This unit will target 3 main literacy goals, writing goals, and social studies goals. In the first literacy strand under informational text, students will ask and answer questions such as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text. With this goal, I plan to use stories from our Balanced Literacy Program, read-alouds, novels, and storytelling clips from Discovery Education. Discovery Education not only has clips for students to connect visual images, but reading passages that correspond as well. I want to expose students to a variety of literature so they can apply skills such as identifying main idea and detail, making inferences, and summarizing.

To help students make connections to visual images, another important literacy strand will be used:

CCSS.ELA-Literacy.RL.2.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

Before reading the words to the selected stories, I will show students just the pictures and have them create their own version of the story. One particular book I would like to use to springboard their imagination is *Rosie’s Walk* by Pat Hutchins. This will give them an opportunity to study the setting and characters to develop their own predictions and thoughts. Sometimes it is easier for students to use their prediction skills with fiction text versus nonfiction text. *Rosie’s Walk* is an excellent way to show how pictures convey different meanings based on our individual perspectives. I want to use this opportunity to focus on Visualization and Prediction because they are skills students can use throughout this unit when researching historical figures. Visualization allows them to step into history based on the facts presented from the books. Prediction allows them to think about how things may have been different without the courage and persistence of our great leaders in history. Visualization and Prediction will be done mainly through Reader’s Theater and having students put themselves in “the characters’ shoes.” We will discuss how the main character changes emotions throughout the story and the overall mood or tone of the story.

The third main literacy strand will be:

CCSS.ELA-Literacy.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

This goal will be accomplished through the use of SMART board technology, Discovery Education clips and verbal opportunities to share stories. One website I found particularly interesting for technology is <http://www.storylineonline.net/> where stories are told online by members of the Screen Actors Guild (SAG). This allows students to hear

the stories out loud from different sources and the site also has accompanying activities and lessons for students to extend their learning.

CCSS.ELA-Literacy.CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

During Reader's Workshop lessons incorporated throughout the unit, students will have an opportunity to compare and contrast elements of two different books written by the same author. They will observe the characters, the setting, the problem and the mood of the story to determine how it is similar or different.

CCSS.ELA-Literacy.W.2.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

The Connection

Further aspects of learning I would like to incorporate with this unit are social studies objectives. The 2nd grade Social Studies curriculum mainly focuses on History and Change from the past to present. Using stories is a perfect way to blend these elements together. I would love to have special guests come talk to the students about their own personal lives and how they compare to daily living of today.

Social Studies Essential Standards 2.H.1- Understand how various sources provide information about the past.

2.H.1.1 Use timelines to show sequence of events.

2.H.1.2 Identify contributions of historical figures (community, state, nation and world) through various genres.

We have a Storytelling Festival each year at school where librarians and community volunteers are invited to retell their favorite stories. I would like to extend this to a cultural Storytelling event so students not only have an opportunity to hear stories from the past, but from other cultures as well. We have community church partners that I would like to use as a resource. Some suggestions are to have them show their background on maps and globes for students to see, bring in artifacts and pictures that relate to their story or culture, and give students an opportunity to interact through question and answer sessions. Following the Storytelling Festival, I would like students to use their communication skills to share their knowledge learned to students in younger grade levels. This could be presented through art, through skits, through music or through speaking. We want students to feel confident in expressing themselves to their classmates and enhance their listening and speaking skills. Having an opportunity to communicate and teach students in other grade levels will only add to their educational balance.

Unit Overview

Book Cover: Talking Timelines



Introduction

Purpose/Background Knowledge

What will we discover in our new unit?

- Chapter 1/Week 1: *The Best Part of Me*

Establishing a positive awareness about ourselves and how we play an important role in our community

- Chapter 2/Week 2: *Amazing Artwork*

Looking at the artwork of Romare Bearden and Faith Ringgold to see how pictures, photos and paintings tell a story.

- Chapter 3/Week 3: *If Pictures Could Talk*

Connecting pictures to the lives of historical figures. What would they say to us now? What message would they want us to appreciate?

- Chapter 4/Week 4: Research with a Twist

Working in groups to discover important events in the lives of historical figures and how they created change

- Chapter 5/Week 5: Refining Our Research

Narrowing our facts and information to compile a group timeline that highlights the important events in the lives of historical figures

- Chapter 6/Week 6: Presenting our Research (Talking Timeline Tea Party)

Using the jigsaw method to share new knowledge with classmates and parents

Epilogue: Passing the Torch

Passing new knowledge on to younger students so they also have an appreciation for history

Classroom Activities

Lesson 1/Appendix 3: The Best Part of Me: Inside and Out!

Materials

Chart Paper (Inside Traits and Outside Traits)

Book: *The Best Part of Me* by Wendy Ewald

Book: *Koa's Seed* by Carolyn Han (or any other books that gives an example of inside character traits)

Construction Paper

Markers

Ipad or digital camera

Teacher will begin lesson by asking students what they think is so great about themselves. For this lesson, show students that it is okay to brag a little about them. The main purpose is to get students to think about themselves in a positive way and boost their self-confidence. We are all unique in our own special way. We each play an important part in our classroom community and our community in the world.

Objectives

- SL.2.2 I can tell about the key ideas and details after I listen or read.
- W 2.3 I can write to tell a story
- I can tell how characters in a story respond to parts in a story. RL.2.3

Directions

1. Stare intently at one particular body part, i.e. “your knee.” Make comments out loud as if you are talking to yourself for students to hear. “Wow.....my knee is absolutely AMAZING! I wouldn't be able to bend without it. It sure helps me pick up those pennies off the ground!” Students will probably look at you with confused looks but it is okay. Continue to model positive ways your knee can help you. Have students brainstorm other ways that their knee is helpful.
2. Have students take a close look at them and think about what they love about themselves. Have them turn and talk to a partner to share their ideas.
3. Create a chart called: *Outside Traits and Inside Traits*. Fill in information in the Outside Traits section as students discuss their ideas.
4. Each student will create their own foldable where they describe one part of their body and how it helps them every day (outside trait).
5. Day 2 will focus on Inside Traits and Character Traits

Use with "The Best Part of Me" lesson

Template can be found at: http://www.teachnology.com/web_tools/materials/bigtimeline/

The Best Part of Me	
Date	. Event 1
Date	. Event 2
Date	. Event 3



Lesson 2/Appendix 4: If Pictures Could Talk

Materials

Book: *Rosie's Walk* by Pat Hutchins

Photographs and pictures of historical figures (Gandhi, Dr. Martin Luther King Jr., Rosa Parks, Mother Teresa and Cesar Chavez)

Chart Paper

Markers

Objectives

- 2. H.1.1 Use timelines to show sequencing of events.
- 2. H.1.2 Identify contributions of historical figures (community, state, nation, and world) through various genres.
- W.2.7 Work with a partner to research; record what I find when reading

Directions

Prior to lesson, place one picture of each historical figure in the center of the chart paper. This will give students space to brainstorm and write their thoughts around the picture.

Begin lesson by reviewing how they used the pictures in *Rosie's Walk* to tell their own story. *Rosie's Walk* was a fiction story, but today we are going to look at real people and make predictions about their thoughts and feelings. Start by holding up one picture of a historical figure (Dr. Martin Luther King Jr. may be a great place to start because it is someone students are familiar with and have background knowledge on). Explain to students that you don't want to know WHO the person is, but you want to PREDICT what the person is thinking or feeling. Remind students how pictures were analyzed earlier in the unit when they looked at works from Romare Bearden and Faith Ringgold.

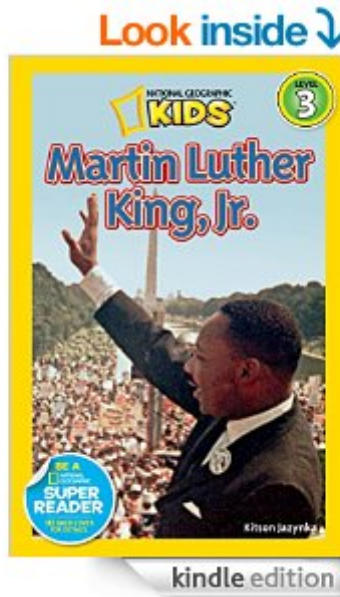
Questions to facilitate discussion:

- What do their facial features tell us?
- How are they using body language?
- How is color used in the picture (dark backgrounds, patterns, bright colors, etc.)?



*Make multiple copies and have students write their thoughts about the picture inside the speech bubble. This can be used as a pre-assessment to see what they already know about each historical figure. Then use again when they create their own research timeline as a post assessment.

Image #1 (Great book to use for images: National Geographic Kids: Martin Luther King Jr.)



If Pictures Could Talk....What do you think this picture would be saying?

Use this activity as a Mind Map or have students use the computer to make *Wordle* Mind Map. This is where they choose words or phrases that describe the selected picture and it will create a visual representation of all their words. <http://www.wordle.net/>



Lesson 3/Appendix 5: Talking Timelines Day 1



Background Information

Before beginning this lesson, teacher will need to prepare and collect information for a variety of historical figures. Students will have an opportunity to choose the person they would like to research using information from books, websites and visual pictures.

Another helpful suggestion is modeling how to research with someone students are familiar with such as Dr. Martin Luther King Jr.

For second grade standards, suggested people include: Rosa Parks, Cesar Chavez, Jackie Robinson, Mother Teresa and Gandhi. Great resources to find kid friendly information includes: Reading A to Z, Ducksters, Discovery Education and Brain Pop.

Students can use interactive resources from Brain Pop and Discovery Education to watch videos and take notes about their important person in history.

Materials

Butcher Paper

Markers

Pictures of Historical Figures (you can use google images)

Timeline Examples

Directions

1. Introduce the lesson by showing students a book or image from each historical figure you would like them to research (3-5 choices is a good number to make it easier to manage groups). For example if one of the choices is Cesar Chavez, print an image of Cesar Chavez or have a book of him already available so that students can make a visual connections to who they may be researching.
2. Give students sticky notes and have them write down their first and second choice. Writing their choices down versus raising their hands for the first choice prevents students from just picking a group that their friend is in. Student choice is a great way to keep students engaged about their topic because it is a topic they are interested in and want to know more about.
3. Organize the sticky notes into groups. Most students will probably get their first choice but it is always good to have a second choice so the groups don't get too large. Groups with more than 4-5 students make it difficult for all members to participate adequately.

4. As a class set up Essential Agreements or Rules they feel all members should contribute to for a successful team (*see goal chart). The teacher will also choose 2-3 questions for group members to focus on as they research.
5. Distribute copies of books to each team. Be sure all books are on appropriate reading levels for your students. Reading A to Z has a variety of multilevel books to meet the needs of students (www.readingatoz.com).
6. For the first day, students will read through the text and find key information listed from their goal chart (Date and Place of Birth, Important Accomplishments or Awards, Fun Facts, etc)

GOAL CHART

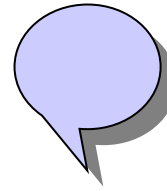
Essential Agreements/Rules:

- 1.
- 2.
- 3.

Scavenger Hunt

Find when and where your person was born	Find what they enjoyed doing as a child
Important accomplishments or awards	Important accomplishments or awards
Find out if they are still alive. If not, when did they die?	Fun Facts

Lesson 4/Appendix 6: Talking Timelines Day 2



Review Essential Agreements and Rules from Day 1. Today students will work together to begin placing their information in order on their timeline.

Directions:

1. Pass out butcher paper with long line for timeline already drawn on it.



2. Students will decide within their group who will complete which section of the timeline. Each timeline should include:

Student 1	Time and Place of Birth
Student 2	Early Childhood
Student 3	Accomplishment 1
Student 4	Accomplishment 2
Student 5	Fun Facts

3. Each student will take a section of the timeline and write their information on writing paper. For second grade, the paper that has lines and a space for illustration works best. They will glue their writing pieces to the timeline, leaving space at the bottom for the Speech Bubbles.
4. Using the computer, students will choose 1-2 pictures that show the best part of their historical figures' accomplishments or life. They will use speech bubbles to make quotes of what their person would say or do based on their research. See example below:



Resources for Students and Teachers

- DeBell, Susan. *How do I stand in your shoes?: a story about empathy grades pk-4*. Chapin, SC: YouthLight, Inc., 2011. This is a great book that teaches students how they can have empathy for others.
- Hutchins, Pat. *Rosie's walk*. New York: Macmillan, 1968. Great book to use as a wordless book and have students create a shared writing piece.
- Lumumba, Aisha. *If Quilts Could Talk*. Atlanta: Original Bed Art Quilts, 2012. This book is inspired by real life events of the author in Georgia. The book features pictures of quilts the author created herself.
- Ringgold, Faith. *If a bus could talk: the story of Rosa Parks*. New York: Simon & Schuster Books for Young People, 1999. This book highlights beautiful pictures and events of Rosa Parks designed for elementary aged students.
- Ringgold, Faith. *Cassie's word quilt*. New York: Knopf :, 2002. This book features pictures from a well renown artist Faith Ringgold.
- Woodson, Jacqueline, and James Ransome. *This is the rope: a story from the Great Migration*. New York: Nancy Paulsen Books, 2013. This story is about a little girl who finds a rope in South Carolina. This rope takes her on a historical field trip through three generations.

Chicago formatting by BibMe.org.