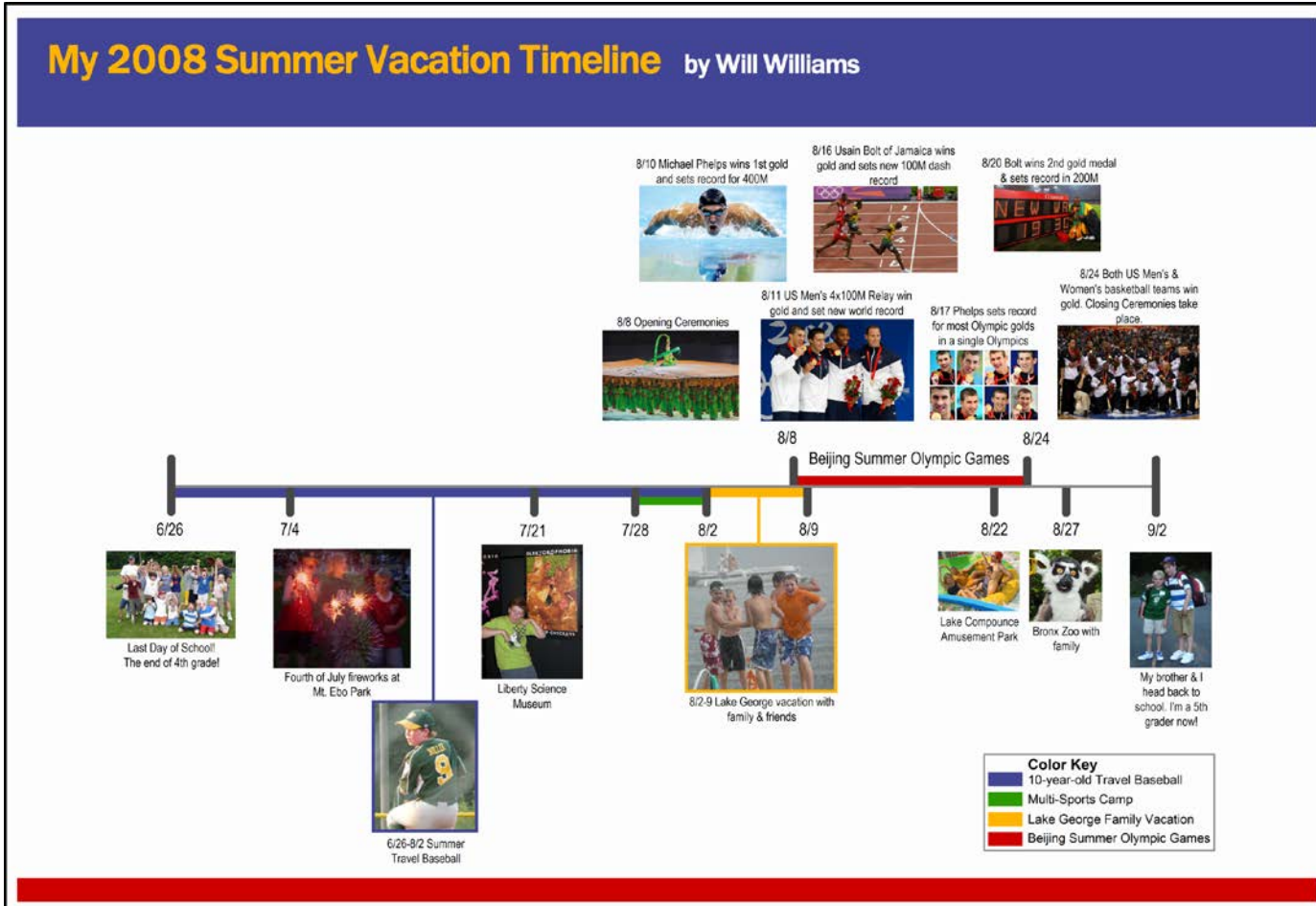# My Personal Timeline
Students transform their lives into a lesson on sequential time
5th Grade

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My Personal Timeline

A comprehensive unit that:

- Aligns with many Common Core Learning Standards

- Encompasses multiple research and writing opportunities

- Provides valuable hands-on performance-based learning projects

- Stresses the importance of visual learning

- Develops life-long oral and written communication skills

- Offers differentiated learning opportunities

- Engages students in learning

Designed and written in collaboration by:

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Great Software Tools, LLC
and
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Instructor Guidelines

Thank you for purchasing *My Personal Timeline* for your 5th grade class! We are confident that your students will enjoy analyzing a monumental period of time in their lives and studying what was going on in the world around them simultaneously. We want to give you a few suggestions on how to best utilize this kit:

My_Personal_Timeline.PDF – This document contains all of the documentation for this comprehensive kit. It is in PDF form to keep it properly formatted and uneditable. Keep an intact copy of this as the reference document for the unit.

Teacher Materials – These pages are provided as a Word document so that you can edit them to meet your own requirements. We have designed this unit with the expectations that teachers will revise it somewhat to make it their own and to meet the individual needs of their classes.

- **Vocabulary** – Feel free to add or delete words and to tweak the definitions if desired.
- **Some Useful Resources** – You can add or delete resources from this list and then provide the students with your final resource list if you wish. Since the links are live, if you open the document on your computer with a projector or interactive whiteboard, you can quickly access the websites for a lesson with the whole class.
- **Essential Questions and Big ideas** – These are supposed to get the creative juices flowing! Brainstorm with the class to come up with other essential questions and big ideas and then involve the class in great critical thinking opportunities. Remember, it is important for them to see the big picture and understand why they are learning about their own life in the context of the world around them.
- **Common Core Learning Standards (CCLS)** – Isn't it exciting to see how many standards you can cover in one lesson?
- **Instructor Details** – These pages give specific suggestions for the individual projects. Feel free to tailor them to meet your needs.
- **Instructional Essay Rubric** - This rubric been designed using the same terminology and requirements as the student checklist, which has the same terminology as the Common Core Learning Standards. By using these valuable assessment tools, you are providing your students with the opportunity for them to assess themselves as they are working and understand the grade you award them at the end.

Student Handouts - This document was compiled with the expectations of you printing and handing these pages out to the students. They are also in Word document format so that you can edit them to meet your needs.

- **Vocabulary without Definitions** – for the students to use if you want them to look up the definitions.
- **Performance Task** – You can edit this task to fine tune it with regard to your students and community.
- **Project Details** – We provide basic instructions for the students on these pages with room for you to add more details if desired. Your Instructor Detail Pages provide more detailed project instructions.
- **Student Checklists** – The project checklists are less detailed then the writing checklists. Feel free to add other requirements that you feel are important to the project checklists. The writing assignments have more detailed checklists that use the terminology from the CCLS. The rubric for the Personal Narrative uses the same terminology as the CCLS and the checklist, so if you edit any of the writing assessment pieces, be careful to keep them aligned with the appropriate standard.

Project Templates – The templates that you will need for the projects are in a separate folder. Before beginning that project, make sure the template is available to the students on their computers or network drive.

Tutorial Videos – The tutorial videos are accessible from our website. Use the password that you were given to download this kit to access the links to the project videos. The videos will teach the students step-by-step to make the projects. Pause the video as needed to allow them to work, contemplate, organize and save their work. Manipulating graphics is a very creative form of self-expression. These projects will prove that the students understand the material they have learned and give them an opportunity to teach back in an effective visual format. Let the students have the time to work, make mistakes, correct their mistakes, and revise their layouts, so that they can complete a project they can show with pride.

Introduction

My Personal Timeline is a Common Core standards-based, authentic, and engaging unit that motivates classmates to learn about each other, as well as the world we live in, while building a positive classroom community. We know many students are turned off to history and faraway happenings, because they don't view it as interesting or relevant to their own world. With *My Personal Timeline,* students are enticed into reflecting on personal experiences to create a chronology of their life. Looking beyond themselves they research world events that were occurring at the same time as their personal experiences. Merging these events, students will write a news article worthy to be published in an international newspaper. Finally, students will script and deliver an engaging news broadcast of the events they researched and described for this unit.

History proceeds in a line, not a circle. There is the saying that, "History does repeat itself", but never in the exact same way. History evolves and incorporates change. Using this idea, you can initiate discussions on how visiting a common place can elicit both similar and unique experiences. Have students compare what was similar and contrast the differences between their personal experiences and their research journey. How does this idea transgress into our understanding of history? What role does time, place, and the individuality of people play in history?

Student-created timelines provide an opportunity to put curriculum into perspective. The ultimate graphic organizer, timelines provide a visual tool for studying a brief period of time: a day, a season, a year, of an individual's life, or for examining a topic that spans centuries. *My Personal Timeline* appeals to students' visual, mathematical, and kinesthetic intelligences in a linear presentation of information.

We hope that you and your students enjoy building a positive classroom community learning about one another and the world around them! Please contact us with your feedback. We are continuing to expand our library of Common Core Learning Kits and we are interested in your comments on this kit and your suggestions for future topics. Happy learning!

Sincerely,

Debra Elk

Summary / Purpose

My Personal Timeline is a Common Core standards-based, engaging unit that motivates students to learn. Students will present and share meaningful experiences using multimedia within this project-based learning task. Students will learn to manage time and information, and practice their skills of organization.

The projects within *My Personal Timeline* encourage concise word choice and purposeful pictures to represent personal and historical milestones and demonstrate essential visual presentation skills. Students will exercise problem-solving skills in relevant and authentic real-life situations. Students learn about one another and the world in which they live through all the projects found within this unit of study. *My Personal Timeline* can facilitate building a positive classroom community that is interested in learning about one another.

Many **Common Core English Language Arts Standards for Grade 5: Writing, Speaking & Listening, and Language and several Mathematics Standards** are covered in this unit. As you engage your students in learning, you can be confident that you are aligning your curriculum with the standards that are expected of all 5th graders across our nation.

Expectations

In *My Personal Timeline,* students will reflect upon their experiences, create a personal and world event timeline, craft engaging titles and captions, compose descriptive compositions for each event within their personal timeline, write powerful newspaper articles expressing the meaningful events found within the timeline, craft a compare and contrast essay infusing their life experiences and information gained through their research, and create and script a brief newscast segment summarizing all they learned within this unit. You will be encouraging your students to share ownership for the learning environment of the class. With *My Personal Timeline* you have the tool to do just that!

As you are establishing a collaborative learning environment, your students are reflecting on key personal experiences. Students will explore the mathematics behind creating timelines. They will learn important 21st century skills and integrate relevant multimedia technology. You will be able to guide your students in making the connections between their personal timeline and world history. How do we read timelines? What can they tell us? What can we learn? How can they help me better understand the world I live in?

By integrating *My Personal Timeline* into your curriculum, you are adding rigor into project-based education. The hands-on projects will foster learning in a deeper more intimate way, allowing very individual personal expression in the execution of these tasks. With the use of the provided checklists and rubrics you are empowering your students to assess their level of knowledge and performance in a more personal and scrupulous manner. You are raising the bar on what you expect from your students and preparing them to be competitive in our highly visual world, within the setting of a trusting, collaborative, safe community of learners. Enjoy facilitating the growth of knowledge in your classroom, while having fun in the process. If you command excellence and foster potential, your students will exceed your expectations!

Unit Projects

- Research
- Event Descriptive Writing
- Timeline
- Newspaper Layout
- News Broadcast
- Compare and Contrast Essay
- Discussion

Required Software

- Graphics-Toolbox
- Microsoft Word

Provided Templates

- Timeline
- Newspaper Layout

Available Videos

- Creating a Photo Timeline – coming soon
- Laying out a Newspaper – coming soon

Common Core State Standards[1] **Covered in**
My Personal Timeline

Common Core Standards: although this will be mostly literacy, also check for a math standard(s) for the timeline

English Language Arts Standards » Reading: Informational Text » Grade 5

Craft and Structure

RI.5.1. Quote accurately from text when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.3 Explain the relationship or interactions between two or more individuals, events, or concepts in a historical, scientific, or technical text based on specific information in the text.

Craft and Structure

- RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

- RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

- RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Integration of Knowledge and Ideas

- RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

- RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)

- RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably..

English Language Arts Standards » Writing » Grade 5

Text Types and Purposes

- W.5.2 Write informative/explanatory text to examine a topic and convey ideas and information clearly.

  a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g. *headings*), illustrations, and multimedia when useful to aiding comprehension.

  b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

  c. Link ideas within and across categories of information using words, phrases, and clauses (e.g. *in contrast, especially*)

  d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

  e. Provide a concluding statement or section related to the information or explanation presented.

  f.

g. Production and Distribution of Writing

- W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

- W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- W.5.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Research to Build and Present Knowledge

- W.5.7 Conduct short research projects that uses several sources to build knowledge through investigation of different aspects of topic.

- W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

- W.5.9 Draw evidence from literacy or informational texts to support analysis, reflection, and research.

a. Apply *grade 5 Reading standards* to literature (e.g. "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g. how characters interact]")

b. Apply *grade 5 Reading standards* to informational text (e.g., "Explain how an author uses reasons and evidence to support particular points I a text, identifying which reasons and evidence support which point[s]")

English Language Arts Standards » Speaking & Listening » Grade 5

Comprehension and Collaboration

- SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

  d. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

  d. Follow agreed-upon rules for discussions and carry out assigned roles.

  d. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

  d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Presentation of Knowledge and Ideas

- SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

- SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

- SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

English Language Arts Standards » Language » Grade 5

Conventions of Standard English

L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

    c. Use verb tense to convey various times, sequences, states, and conditions.

    d. Recognize and correct inappropriate shifts in verb tense.*

    e. Use correlative conjunctions (e.g., *either/or, neither/nor*).

-     L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

    a. Use punctuation to separate items in a series.*

    b. Use a comma to separate an introductory element from the rest of the sentence.

    c. Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).

    d. Use underlining, quotation marks, or italics to indicate titles of works.

    e. Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

-     L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

    a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

Vocabulary Acquisition and Use

-     L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies.

a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

I   a. Interpret figurative language, including similes and metaphors, in context.

c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).

Mathematics » Grade 5 » Measurement & Data

Represent and interpret data.

5.MD.2. Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. *For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.*