

“Biographies Timeline Lesson 4” | OSEU 2: Identity & Resiliency

Compelling Question	What is a timeline?	
Standards and Practices	<p>3.H.5.1 Compare information provided by different primary and secondary historical sources about the past.</p> <p>OSEU 2.2 Describe the impact of Euro American ideals, values, rights, philosophy and beliefs upon Oceti Sakowin people as tribal, state, and US citizens.</p>	
Staging the Question	What can we understand about a person from a timeline?	
Supporting Question 1	Supporting Question 2	
What important facts belong on a historical person’s timeline?	What is the importance of putting your information down in a sequential order?	
Formative Performance Task	Formative Performance Task	
<p>Teacher will introduce the timeline.</p> <p>Using important facts from sticky notes about Sitting Bull, the teacher will model how to transfer information to his/her timeline.</p>	Using information from sticky notes, the teacher will model how to place sticky notes in order of events.	
Featured Sources	Featured Sources	
<p>Sitting Bull Books</p> <p>Timeline and Document Camera</p> <p>\\West_fs1\data\TEACHERS\dfleming\Social Studies\Biography\Biography Timeline Graphic OrganizerTemplate.pdf</p>	<p>Sitting Bull Books</p> <p>Timeline and Document Camera</p>	
Summative Performance Task	Argument	Have class conversation on why it is important to read information in order.
	Extension	Students will place sticky notes, on their person, in order.
Taking Informed Action	<p>Students will transfer information from sticky notes to the timeline.</p> <p>file:///H:/Social%20Studies/Biography/Biography%20Timeline%20Graphic%20Organize%20rTemplate.pdf</p>	