

Lesson 7: Naval History Timeline (1-2 class periods)

<p>Text: At least 10 “historical ship” texts in Maritime Marvels (e.g., <i>USS Maine</i>, <i>USS Essex</i>) that students have previously read</p>	
<p>Standards: Main idea and details in nonfiction text (CCSS.RI.1, FL BEST R.2.2, TEKS Strand 2.G, VA SOL.6)</p>	
<p>Objectives:</p> <ul style="list-style-type: none"> • Read and explore a collection of nonfiction texts. • Make connections between multiple texts. • Create a timeline to show change over time. 	<p>Materials:</p> <p>Timeline (below)</p> <p>Paper</p>
<p>Assessments of Learning:</p> <ul style="list-style-type: none"> • Monitoring student behavior or asking brief questions during group work provides informal assessment throughout the lesson. • Reflection questions can be used as formative assessments. • Timeline can be used as a summative assessment. 	

Lesson Procedures

<p>Introduction: (5 minutes)</p>	<p>Hook: Things that happen over time are connected. A class you really enjoy in elementary school can be connected to a club you join in high school, a degree you study in college, and a job you get as an adult. What are other things that are connected over time? (e.g., weather and growing seasons, sports team wins and players)</p> <p>Allow partner discussion. Then, explain that these connections also happen throughout history.</p>
<p>Reading Review: (10-15 minutes)</p>	<p>Class Review: As a class, participate in a teacher-led discussion to review at least 10 previously-read texts about historical ships in Maritime Marvels. Focus on discussing the following questions:</p> <ol style="list-style-type: none"> 1. Why was this ship important? 2. What world events was this ship involved in? <p>(e.g., the ship fought in World War II, it was the first of its kind, it changed naval technology)</p>

<p>Timeline Graphic Organizer: (30-35 minutes)</p>	<p>Introducing Organizer: Teacher introduces timeline graphic organizer. Explain that its purpose is to show events over time. Dates in the left column connect to events in the right column. Timelines help show how events in history connect and fit together.</p> <p>Model writing in the first (earliest) historical ship event. Include either the ship’s creation or a key world event it was involved in. Be sure to name the ship in each event.</p> <p>Group Practice: Students work in groups to fill in the entire graphic organizer with events about these historical ships. They should check the texts to ensure their dates and events are accurate.</p> <p>Student Reflection Questions:</p> <ol style="list-style-type: none"> 1. How does the timeline show a big picture of American naval history? (e.g., more powerful/can travel further for longer) 2. What was one big change or big similarity between the earliest and latest timeline events? (e.g., technology causes changes)
<p>Closing: (5-10 minutes)</p>	<p>Class Discussion:</p> <ol style="list-style-type: none"> 1. Why is it important to study how things have changed throughout history? 2. Do you notice any patterns in the timeline events?

Educator Note!

Some students may struggle to identify key historical from a text. It may be helpful for them to complete the timeline using specific events pre-selected from the texts.

Accommodations & Modifications:

- Assign each student a different text, students share their ship’s key events in pairs, and switch pairs 9 times. Each student will have a unique timeline!
- Create the timeline as a whole class instead of in small groups.
- Use a smaller set of texts to complete a shorter timeline.

Extensions:

- Create a poster or presentation based on your timeline.
- Research the newest ship added to the American Navy, then compare it to the oldest ship in your timeline.

Date	Event