

## Grade 4

### Unit Topic: Timelines

**4<sup>th</sup> Grade Ohio Academic Content Standards: Social Studies: History 1, 6; Social Studies Skills and Methods 1,3,9; Language Arts: Research 1,2,3,4,6; communication: Oral and Visual 8**

#### Summary of Primary Source Activity, including description of primary source:

*The students will learn about timelines by studying an example, researching a famous Ohioan and collecting data to create a timeline, and by creating a timeline that shows all students' famous Ohioans. The students will be expected to include their timeline on a poster which includes a primary source picture or portrait of their Ohioan along with information of their choice. Each student will also write a three paragraph research paper telling about their Ohioan.*

- First, the teacher will assign the Famous Ohioan project which involves writing a research, creating a poster including a primary source picture or portrait of the person and a timeline with at least 3 important dates, and being prepared to present to the class. The teacher will show an example of how to create a timeline using correct spacing between years. The teacher will also share some examples of posters.*
- Next, the students will choose a famous Ohioan from a list compiled by the teacher. (The list should include a variety of scientists, political figures, athletes, writers, etc.)*
- Then, we will take time to collect resources and research the chosen Ohioans using the library and the computer lab.*
- Then, the students will write their research papers and create their posters.*
- After that, the students will present their timelines and posters to the class explaining the contributions that made that person famous.*

- *Finally, the class will create a timeline that includes all birthdates and a picture of every student's famous Ohioan.*

**Primary Sources:**

- Photos and portraits used on the classroom timeline and on the posters.

**Books to Use:**

- Varies

**Materials:**

- Examples of timelines and posters
- Computer and printer
- Library to research
- Poster board
- Art supplies to use on posters
- Chart paper

**Evaluations and Adaptations:**

- *Document whether the student was able to create a timeline with the information they collected, using appropriate spacing and labeling their timeline clearly.*
- *Document whether the student was able to place their primary source picture and birth date of famous Ohioan in correct place on classroom timeline.*