

## "My Life" History

### English Language Arts and Reading Grade 8

**Note to Instructor:** Although this lesson may seem like an activity, it is a starting point for students to recognize the essence of transition in a written piece. Order and organization allows a writer to place their thoughts in such a way that readers may understand. It is all about painting a mental picture. It is time that students get hands-on with learning! (Please allow some time for students to use a computer or go to the computer lab for this lesson. If supplies are limited, there is a timeline attached).

#### Objectives

Students will identify chronological order using a Texas Tides timeline.

TEKS § 110. 24. English Language Arts and Reading, Grade 8. (b) (22) (A)

Students will describe and analyze the various components of a well-written timeline using a worksheet. [i.e. Day, Month, Year, and a brief description]

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Students will create their own rendition of their "Life Timeline" maintaining chronological order.

TEKS § 110. 24. English Language Arts and Reading, Grade 8. (b) (24) (A)

#### Journal On You (J.O.Y.) Time

- During the first 6 minutes of class, students must report to their desks to begin their journal entry of: **How would you prepare your favorite food. (If time allows, a few students may present on a volunteer basis.)**

#### Focus/Teaching Activities: Technology Time!!!!

- **Computer in classrooms/Computer Lab:** Allow students to browse the Texas Tides website in order to find a timeline. (There are timelines everywhere on this site.)
  - Students must print out (1 page max.) of a timeline. Now discuss.
- **Limited Supplies:** Pass out the **1880s Timeline in Texas History** worksheet and allow students to answer the questions (individually, groups, or as a class). Now discuss.
- This would be a good time to expose students to a poorly constructed timeline. This is also a good time for Project Brainstorming so that students may be creative with their own timeline. **Instructors you may set a standard so that students expose the important or even the not-so-important events in their life. This all about learning about them!!**

#### Assessment Activity

**History Time!!!** Students must begin their Rough Draft of their life timeline. Check their draft before the end of class.

- If supplies are bountiful, they may begin their Final product in class (**this is where Homework begins**). (Instructor: the length of this project is up to you.)
- At the end of this section, students will present their project to their peers who will also critique their Life History presentation. (The Instructor has the final say).
  - Judge on the basis of: (**1=poor, 2=OK, 3=Good, 4=Very Good, 5=Excellent**)
    - Creativity
    - Chronological order
    - Comprehension of Life Story
    - Overall Presentation