

Lesson Title: My Time-line¹	
Lesson Objectives: <ul style="list-style-type: none"> • Students will investigate their personal history to see how events from their lives shape their beliefs • Students will help develop a better understanding of their self-interests and motives for entering public life. 	
Curricular Connections: Language arts (narrative writing), social studies (investigate self and family history).	
Duration of Activity:	30 minutes (min), can be part of larger sequence on discovering self-interests.
Supplies	<ul style="list-style-type: none"> • paper / pencils • poster board / white-board
Age Range:	Works well with younger grades (3-5), can be pre-exercise for advanced grades before Storytelling from Your Time Line www.publicachievement.org/TeacherGuide/Lessons/StoryTellingFromTimeLine.pdf or "Public Autobiography" www.publicachievement.org/TeacherGuide/Lessons/PublicAutoBiography.pdf
Activity 1: <ol style="list-style-type: none"> Students will draw a line on paper that that represents their life so far (can be straight, curved, etc), place numbers representing years old Have students mark important events (start anywhere you like), using their own rules to decide what kind of things to include. Have students place star by the most important events that made them who they are. Have students complete question sheet (10 minutes) <i>Optional: Students can write short paragraph about why event is important.</i> <ol style="list-style-type: none"> Discuss as group the kinds of different events people included 	
Optional Activity 2: <ol style="list-style-type: none"> Students can take time-line home and ask parents, grand-parents, other relatives and family friends for details about your past. Have students come back and report how their time-lines have changed. 	
Reflection: <ol style="list-style-type: none"> In group discussion: <ol style="list-style-type: none"> What kinds of things were most important in people's time-lines? How have these events made you who you are? How have they affected your later life? 	
Assessment: <ol style="list-style-type: none"> Detail and clarity of time-line, answers to questions. Group discussion / paragraphs can assess students' depth of understanding about how events have impacted their lives. 	

¹ Adapted from Melissa Bass, *Making the Rules*.

Name: _____

Date: _____

QUESTIONS ABOUT YOUR TIME LINE

Instructions:

Look at your time line and write down answers to the questions below.

1. How far back did you go in your time line? How would your time line change depending on how much time it covers?
2. Do you have brothers and sisters who showed up on your time line? Where do you come in your family (oldest, youngest girl, etc)? Do you think that made a difference in whether you showed your brothers or sisters?
3. Are there more events at certain ages, why?
4. Which events did you put stars as “the most important events that made you who you are”? Why did you put stars next to these? How did they make you who you are?
5. Are the important events you put stars by public or private experiences? Why?
6. Are there other places on your time-line when private events cross into public experience?
7. Was doing the time line useful? Did it show you anything new?

If students took time-line home

8. What new items did you put on your time line after talking to your family?
9. In what ways does knowing your families history help you know yourself?