

*“Go back in **TIME** – who would you choose?”*

TIME Magazine’s Person of the Year

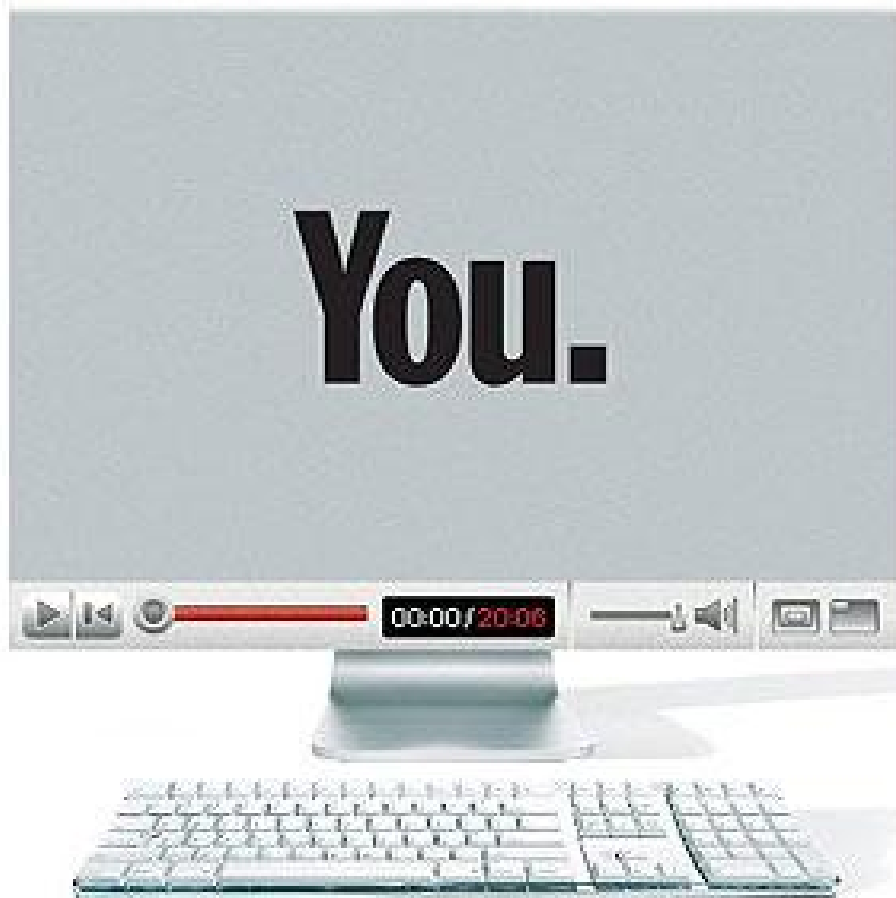
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TIME





PERSON OF THE YEAR

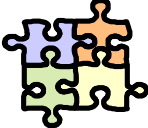

You.



Yes, you.
You control the Information Age.
Welcome to your world.

Parallel Model Overview

	<u>Unit Name:</u>	TIME Magazine Person of the Year
	<u>Subject Area(s):</u>	Language Arts and Social Studies
	<u>Grade Level(s)</u>	Grades 5-6
	<p><u>Context:</u></p> <p>This unit is designed to be used by a GT Center, Local Level IV and/or GT Resource Teacher. Lessons are planned for a weekly small group/pull out group that meets for one hour a week. The unit is designed for a homogeneous group(s) of learners (e.g., GT Center, Local Level IV, GT School-Based or Young Scholars).</p> <p>It is expected that historians will complete about one hour of work a week outside of their small group time. This could be done at home or in their classrooms.</p> <p>The final product is intended to be an individual project. However, embedded into the unit are whole group, small group, partner, and independent activities. Some lessons will involve direct instruction, while others will be completely student-led.</p>	
	<p><u>Length:</u></p> <p>Meeting once a week for an hour, this unit would take an entire semester (September – January or February – June). The unit is appropriate during any block of the year. The unit is designed to be implemented in collaboration with the classroom teachers. Students will need time for research, writing, peer revising, and editing.</p>	
	<p><u>Unit Summary:</u></p> <p>Throughout this unit, analysts will conduct an informal study to identify common characteristics demonstrated by past winners of TIME Magazine’s Person of the Year Issue. After identifying qualities that society values, learners will select a person in history they would like to award as TIME Magazine’s Person of the Year. They will complete research to learn about the person (and time period) to compile a magazine issue based on their selected recipient. The magazine should include (but not be limited to a cover) one biographical article, an article relating to the time period of study, a timeline of the person’s life, an award the student would like to have presented their person, an article about the individual’s most influential accomplishment or contribution, and 3-5 advertisements for products or services critical to this time period.</p> <p><u>Big Ideas/Concepts:</u></p> <ul style="list-style-type: none"> Biography Identity Contribution 	

	<p><u>Sub concepts:</u></p> <table border="0"> <tr> <td>Time period</td> <td>Individual</td> </tr> <tr> <td>Advertising</td> <td>Impact</td> </tr> <tr> <td>Values</td> <td>Purpose</td> </tr> <tr> <td>Culture</td> <td>Research</td> </tr> <tr> <td>History</td> <td>Continuity</td> </tr> </table>	Time period	Individual	Advertising	Impact	Values	Purpose	Culture	Research	History	Continuity
Time period	Individual										
Advertising	Impact										
Values	Purpose										
Culture	Research										
History	Continuity										
  <p>Content</p>	<p><u>Parallels Targeted:</u></p> <p>Core Parallel: Historians use advanced research materials to experience greater levels of depth, complexity, and breadth of a historically significant person and related time period. The Person of the Year should have had great influence on a culture, time period, or community. Researchers evaluate text for validity and bias and reflect upon their research and writing. Writers use the writing process to summarize and synthesize information into biographies, a historic narrative, an article relating to a time period, and advertisements authentic to the time period of their study. If requested, teachers could select a time period to connect to a particular grade level's POS.</p> <p>Parallel of Connections: Historians learn to make connections between time periods, historical figures, and themselves. Students gain necessary understanding to weigh the value of the connections they make, develop solutions that bridge differences in perspectives, and discover historic meaning behind connections. Researchers understand how a person connects to the time period in which they lived as well as to other people in their field throughout time. Writers connect to the themes of identity, bias, and voice as they determine the importance of the people they choose to study.</p> <p>Parallel of Practice: Biographers extend their understanding of identity, value, and biography as they write a biography about a historic figure of interest. Historians act as professionals by researching, classifying, organizing, categorizing, and creating a published piece for review by peers and a real-world audience. Learning experiences guide students along a journey from novice to expert historian by the conclusion of their magazine.</p> <p>Parallel of Identity: Learners think about themselves, their goals, and the opportunities they have to make a contribution to their world and community. By identifying with the person they choose to study, they learn what disciplines and topics interest them. Learners are encouraged to view themselves through the eyes of a historian, researcher, writer, or the vocation of their Person of the Year.</p>										

Standards:

- 5.4 The student will read fiction and nonfiction with fluency and accuracy.
- a) Use context to clarify meaning of unfamiliar words.
 - c) Use dictionary, glossary, thesaurus, and other word-reference materials
- 5.6 The student will read and demonstrate comprehension of nonfiction.
- a) Use text organizers, such as type, headings, and graphics, to predict and categorize information.
 - b) Identify structural patterns found in nonfiction.
 - c) Locate information to support opinions, predictions, and conclusions.
 - d) Identify cause-and-effect relationships.
 - e) Identify compare-and-contrast relationships.
 - f) Skim materials to develop a general overview of content and to locate specific information.
 - g) Identify new information gained from reading.
- 5.7 The student will demonstrate comprehension of information from a variety of print resources.
- a) Develop notes that include important concepts, summaries, and identification of information sources.
 - b) Organize information on charts, maps, and graphs
- 5.8 The student will write for a variety of purposes: to describe, to inform, to entertain, and to explain.
- a) Choose planning strategies for various writing purposes.
 - b) Organize information.
 - c) Demonstrate awareness of intended audience.
 - d) Use precise and descriptive vocabulary to create tone and voice.
 - e) Vary sentence structure.
 - f) Revise writing for clarity.
 - g) Use available technology to access information.
- 5.9 The student will edit writing for correct grammar, capitalization, spelling, punctuation, and sentence structure.
- a) Use plural possessives.
 - b) Use adjective and adverb comparisons.
 - c) Identify and use interjections.
 - d) Use apostrophes in contractions and possessives.
 - e) Use quotation marks with dialogue.
 - f) Use commas to indicate interrupters and in the salutation and closing of a letter.
 - g) Use a hyphen to divide words at the end of a line.
 - h) Edit for clausal fragments, run-on sentences, and excessive coordination.
- 6.5 The student will read and demonstrate comprehension of a variety of informational selections.
- a) Identify questions to be answered.
 - b) Make, confirm, or revise predictions.
 - c) Use context to determine meanings of unfamiliar words and technical vocabulary.

	<p>d) Draw conclusions and make inferences based on explicit and implied information.</p> <p>e) Organize the main idea and details to form a summary.</p> <p>f) Compare and contrast information about one topic contained in different selections.</p> <p>g) Select informational sources appropriate for a given purpose.</p> <p>6.7 The student will edit writing for correct grammar, capitalization, punctuation, spelling, and sentence structure.</p> <p>a) Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.</p> <p>b) Use subject-verb agreement with intervening phrases and clauses.</p> <p>c) Use pronoun-antecedent agreement to include indefinite pronouns.</p> <p>d) Maintain consistent tense inflections across paragraphs.</p> <p>e) Choose adverbs to describe verbs, adjectives, and other adverbs.</p> <p>f) Use correct spelling for frequently used words.</p>
	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • A biography is a written account of another person’s life or a collection of writings related to the foundation of a specific topic. • Research is a diligent and systematic inquiry into a subject in order to discover or revise facts related to a particular subject or issue. • Research can be done by reading encyclopedias, trade books, biographies, analyzing primary and secondary source documents, and through the internet investigation. • Primary sources are documents created at or near the time being studied by an authoritative source with direct personal knowledge of the events being described. Primary sources include photographs, letters, original paintings, copies of speeches, birth records, official documents, or actual artifacts left behind by the person or time period being studied. • Secondary sources are written accounts based on primary sources and other secondary sources. Examples of secondary sources are books, encyclopedias, film reviews, websites, biographies, and reenactments. • Authors have voice, tone, bias, and perspective in their work. • Tone is the attitude of an author which must be inferred by clues in the text. • Voice is a term used to describe the author’s style of writing. • Bias is a prejudice that becomes obvious in a piece of text either in favor of or against a particular view or issue. • Society places great value on positive attributes or characteristics of individuals.



Skills:

- Recognize value laden information and justify reasons for believing so.
- Categorize, summarize, and synthesize new information.
- Compare and contrast people, time periods, and events in history.
- Demonstrate firm commitment to excellence, high curiosity, and self-inspiration for success.
- Detect and interpret bias in research, advertising, and marketing techniques.
- Develop relevant and precise research questions related to their project.
- Engage in insightful dialogue to solve problems, gain understanding, and gather data.
- Evaluate and discuss historic issues and cultural values through advertisements.
- Examine the impact of individual decisions on self, others, and society.
- Identify and interpret primary and secondary source documents to increase understanding of history and historical figures.
- Identify distinct, specific, and relevant details that characterize a person, object, event, and time period.
- Make complex connections between the past and present, themselves and others, and events and ideas.
- Reflect on the implications a person has on society.
- Research to gain a deeper, broader, and more complex understanding of the past.
- Set goals towards completion of a long term task or project.
- Write with an author's voice, tone, and for an audience.
- Write with proper grammar, pronoun use, verb tense, punctuation, and sentence structure.

Concepts and Generalizations:

- Biographies place a life in the universal contexts of time: cultural, political, spiritual, social, and technological.
- Biographies illustrate the value of individual lives.
- Biographies rely on credible sources to hold individuals responsible for their acts within a historical context.
- The identity of individuals are influenced by the needs and wants of society.
- Internal and external factors shape the identity of an individual and time period.
- Our identity is shaped by the actions we take and the choices that we make.
- Products and services reflect the contributions and identity of a time period.
- Reading and writing biographies allow us to identify the identity of an individual and the period from which they lived.
- Society places value on qualities that outlast time, change, perspective, and individual cause.
- Voice and tone express an author's passion, perspective, and attitude toward the subject.

Essential Questions:

Biography:

How do historians use primary sources to learn about the past?
What purpose does a biography serve?
Is it possible to write a biography of an individual without highlighting the important factors of the period in which they lived?
What actions must one take to have a biography written about them?
What do I gain from reading or writing a biography?
What do writers think about? Are these thoughts interesting, confusing, intriguing, or surprising?

Identity:

By reflecting on the choices of others, can we understand who they were and what they stood for?
Do daily actions and interactions define us as individuals?
How can we identify with and connect to the time periods throughout history?
What skills or attributes do I have that would make me worthy of a biography?
What characteristics do I portray that resemble those of “heroes” throughout history?

Contribution:

Does everyone make a contribution – what defines a contribution?
How do the problems and contributions of one person connect to other in the same time period, or those who preceded/succeeded them?
How does society assign value to an individual?
How do you connect with the contributions made in the past?

How will you assess student learning?

Pre-assessments

Content – Students will complete a pre-assessment focusing on the big ideas of biography, identity, and contribution. The pre and post assessments will be the same. The assessments are short answer as the major project of the unit is extensively open-ended. The pre-assessment is included after Day 1 and should be done during the first day after introducing the topic.




Interest – Students will have the opportunity to select the person they would like to research further. Though it will not be an official pre-assessment, there will be a small amount of assessing done to determine background knowledge, interest level, and personal connections to the topic.


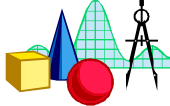



Formative assessments


Weekly journal entries
Socratic Seminar relating to the concepts of identity, contribution, and biography
Stick-man description of the person they select
Research guides for biography, time period, and contribution
Mind Map related to the person of character (with rubric evaluation)
Award for the Person of the Year
Articles included in unit
Timeline of life of Person of the Year



Assessment

	<p><u>Summative assessments</u></p> <p>Magazine</p> <p>Teacher rubric evaluation</p> <p>Self and peer rubric evaluation of final product</p> <p>Post-test to assess conceptual growth</p>										
 <p>Introductory Activities</p>	<p><u>Introductory Activities:</u></p> <p>Common Experience: Group PowerPoint</p> <p>Appeals to Learners: Visual and Auditory</p> <p>Reviews and Assesses Prior Knowledge: Chronologic order and historic background</p> <p>Provides Rationale and Link to Real-World Experiences: Uses actual covers from previous TIME Magazine Person of the Year issues.</p> <p>Shares Expectations and Objectives: Gives overview of the unit and final product.</p> <p>Previews Activities, Resources, and Assignments: PowerPoint introduces final product and a bit of the biographies similar to the ones they will write. Following the PowerPoint, the students will have the opportunity to use several websites from TIME Magazine to understand the people who have received this designation in the past.</p> <p>Provides Timeline and Advance Organizer: Students will receive timelines and advance organizers over the course of the unit to facilitate their project completion.</p>										
 <p>Teaching Methods</p>	<p><u>Primary teaching methods:</u></p> <p><u>Independent Research</u> – students use a variety of non-fiction research materials to learn more about a self-selected topic of interest</p> <p><u>Graphic Organizers</u> – use of visual diagrams to help researchers understand content and thinking strategies</p> <p><u>Concept Attainment</u> – seminar participants understand the essential attributes of biography, identity, and contribution by instructor systematically leading learners through a controlled discussion comparing and contrasting examples and non-examples of the issues being investigated</p> <p><u>Demonstration</u> – teacher’s actions and behaviors serve as an example for learners who are repeating or following along with the actions of the teacher. This will be used frequently when introducing the technology of the project to the biographers</p> <p><u>Socratic Questioning</u> – teacher poses a carefully constructed sequence of questions to learners to help them improve their logical reasoning and critical thinking about their position on an issue related to their biography or the process used to create their product</p> <p><u>Independent Study</u> – teacher encourages individuals or small groups of historians to explore personal areas of study</p>										
 <p>Learning Activities</p>	<p>What learning activities will be used to engage the students?</p> <table border="0"> <tr> <td>Independent Research</td> <td>Mind Map</td> </tr> <tr> <td>Kagan Round Table</td> <td>Stick-Man of Person of the Year</td> </tr> <tr> <td>Graphic Organizers</td> <td>Jigsaw Cooperative Learning Strategy</td> </tr> <tr> <td>Socratic Seminar</td> <td>Various Computer Applications</td> </tr> <tr> <td>Jigsaw Learning Activity</td> <td></td> </tr> </table>	Independent Research	Mind Map	Kagan Round Table	Stick-Man of Person of the Year	Graphic Organizers	Jigsaw Cooperative Learning Strategy	Socratic Seminar	Various Computer Applications	Jigsaw Learning Activity	
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 <p>Flexible Groupings</p>	<p>Flexible instructional groupings:</p> <p>The unit offers opportunities for students to work independently, in pairs, in small groups, and participate in whole-group instruction. Students will have moments of choice for learning environment and lessons where teachers will structure the preferred learning environment for the particular activity.</p>
 <p>Products</p>	<p>Weekly journal Stickman of Person of the Year TIME Magazine Person of the Year Graphic Organizers leading towards each article and product Advertisements reflecting the time period being studied Timeline of individual's life Mind Map related to person's life, contributions, and time period</p>
 <p>Resources</p>	<p>Mind-mapping lesson from Model Thinking Lessons Use of http://www.primarysourcelearning.org Computer applications such as Microsoft Publisher, Word, and Excel Previous copies of TIME Magazine's Person of the Year issues</p>
 <p>Extensions</p>	<p>Each product scattered throughout the unit is unique, independent, creative, open-ended, and offers amounts of choice. Each of these options leaves room for extending student learning.</p> <ul style="list-style-type: none"> - Students may choose to explore other computer applications to create their magazine - Students may take the time to format their articles to resemble more closely a magazine - Students may manipulate and guide the final product to be reflective of their strengths and abilities
 <p>Ascending Levels</p>	<p>Due to the amount of choice embedded in the unit, students will have the opportunity to use their strengths to the fullest and demonstrate their creative abilities in writing, artistic design, and research. For students ready for a greater challenge, consider giving them extra options for their magazine:</p> <ol style="list-style-type: none"> 1. create a Venn diagram comparing themselves and their Person of the Year 2. use Publisher or Word to create an "about the author" page to include about themselves in their magazine 3. create a back cover for their magazine 4. find or create and include political cartoons from their time period to add to their magazine 5. create a "Top Ten" list related to something interesting to them in their time period (i.e. best dressed, most influential, songs of the decade)

<p>Materials Needed</p>	<p>Student Journal or composition book Computers (1 per student) Access to Internet Microsoft Word Microsoft Publisher Library LCD Projector Chart Paper Markers</p>	<p>Encyclopedias Previous TIME Magazines Dictionaries Thesauri Stapler or Binding Machine Color Printer Overhead Projector Biography and Resource Books Pencils</p>
	<p>Author Name: Ashley Hickcox School: McNair Elementary Grade Level(s) that you teach: GT Resource K–6 Subjects: History and Language Arts</p>	

Unit Daily Overview

Day	Objective	Learning Activity	Materials Needed	Assessment	Student Assignment
1	Introduction to and pre-assessment of concepts of the unit and the final product.	Introductory PowerPoint and Web Search	computers journals previous TIME Magazines	Pre-Assessment for unit	Journal prompt based on contribution and identity
2	Hold Socratic Seminar about previous recipients of Person of the Year. Discuss what it means to make a contribution. Introduce Final Product.	Socratic Seminar	chart Paper markers journals magazines	Informal assessment during Socratic Seminar	List of 3–5 people they might be interested in studying
3	Analysts look through and discuss magazines, lay out, people awarded, and article content. Historians select individual for study.	–Magazine Review and Individual Selection –Kagan Learning Strategy –Jigsaw Puzzle Sharing Technique	magazines biographies research guide construction paper journals	Informal assessment during Kagan Strategy and Jigsaw sharing activity	Journal on the reasons behind the person they selected for their final project
4	Historians begin biographical research on selected individual and time period.	Non-fiction research in books and on the internet	Library reference materials computers internet clipboards post-it notes	Checklist of questions based on each student's ability to find and use non-fiction resources in the library.	–Read and use post-its on one of the books you checked out in the library. –Find a quote from their “person” and write a basic journal/inference about their individual.
5	Teacher demonstrates how to use Microsoft Publisher and Word. Learners gain hands-on experience with it.	Software Introduction	LCD Projector and computer	Anecdotal records of student participation and contributions to the discussion.	Students should continue reading and researching about their individual over the next week.
6	Continue biographical research, focusing on individual's life, time line, and contribution(s).	Research	Reference materials Stick man Computers Chart Paper	Formal assessment of the stick-man description of the person they selected	Complete stick man regarding their individual
7	Historians use their research to create a timeline of the individual's life.	Create timeline	timeline on computers or hard copies LCD projector	Teachers give written feedback to the timeline.	Rough draft of biographical article and timeline if not completed.
8	Biographers should type draft of their biographical article.	–Writing Biographical Article; –Peer revision of others' articles	Pens Post-its computers	Checklist of accomplished tasks	Finish or edit any of the pieces completed thus far.
9	Researchers focus on the	Research	Research	When completed,	Rough draft of the

	contributions of their individual and the major contributions of the time period they lived.	contribution(s) of their Person of the Year	Materials, Graphic organizer Chart Paper Computers	collect the graphic organizer to look for accuracy and completion.	contribution article
10	Authors use independent research to type an article on the contribution(s) of their individual.	Type contribution article Introduce Mind Mapping	Microsoft Word and Publisher Model Thinking Lessons Guide	Use rubric to assess students' mind maps.	Mind Map related to their Person of the Year
11	Researchers use non-fiction sources to investigate time period.	Research time period	chart paper research materials	Use rubric to assess students' mind maps.	Mind Map related to their Person of the Year
12	Writers type a draft of an article on the time period.	Type article relevant to the time period	Microsoft Word and Publisher	Assess components of awards students create for their Person of the Year	Students design an award they would like to give their Person of the Year
13	Analysts use knowledge of the time periods to study advertisements, products, and services influential during the selected period.	Study advertisements, products, and services.	Magazines from present and past, Sample Advertisements Computers	Assess awards for the suggested components	Continue creating award for student's Person of the Year
14	Advertising designers find or create advertisements representative of their time period.	Find or create advertisements fitting into the time period	Microsoft Publisher	Anecdotal assessment of each student's understandings of their time period.	Students complete 3-5 advertisements for next class
15	Editors spend time making changes to their articles, the cover page, and the advertisements.	Think-Pair-Share Fray Model Self-edit Magazine	Fray Model Chart Paper Access to internet journals	Assess student understanding of primary sources through journal, think-pair-share, and Frayer Model.	Students print and take home pieces of their magazine they would like to revisit and revise.
16	Editors print copies of their magazine and trade with a peer for revision and review.	Peer-review of Magazine drafts	Color printer, Server	Assess student ability to work towards their final product and remaining on task.	Students list personal qualities and write how they connect with the person they have been studying.
17	Authors use the revisions from last week to make finishing touches on their magazines, print in color and turn in.	Final revisions of magazine Print in Color	Color Printer, Computers	Teacher uses rubric to assess magazines over the course of the week	Read magazine and plan how students will share your Person of the Year with class.
18	Presenters take 5 minutes to share their magazine with their class. Post-test.	Final Presentations. Self-Assessment Post-test.	Be sure to have materials students need for presentations.	Post-test, magazine share, and self evaluation.	NONE!

**Keep in mind that if a student misses one or more class, their magazine might appear slightly different than the other students. If possible, offer them time to make up their missed work, but due to tight scheduling, this could be impossible.

<p>Teacher Reflections</p> <p>Concepts: Identity, Contribution, and Biography</p> <p>Objective: Introduction to and pre-assessment of concepts of the unit and the final product.</p> <p>Today you are introducing the topics of identity, contribution, and biography.</p> <p>You may wish to have chart paper of each essential understanding written at the top. As the readers discover supporting details for each understanding in the unit, have the student write the supporting detail right on the poster. Posters should be hung at eye level and print should be large enough to read from a few feet away.</p> <p>Keep the pre-assessments until the end of the unit. Teachers should note growth when comparing pre and post assessments. If you do not need them after that, please pony them to Ashley Hickcox for data on this completed unit!</p> <p>Teacher Notes:</p> <p>PowerPoint was made to hook all learners while introducing the purpose for the unit and final product.</p> <p>Have enough copies of the Person</p>	<p>Learning Activities: Day 1</p> <p>Guiding Questions: What actions must one take to have a biography written about them? By reflecting on the choices of others, can we understand who they were and what they stood for? Do daily actions and interactions define us as individuals? Does everyone make a contribution – what defines a contribution? How does society assign value to an individual?</p> <p>Link/Warm Up: Write on the board or show on the overhead: What is a biography?</p> <p>Assessment: Give pre-assessment included in unit. Learners should complete individually. Collect and review later in the week/day.</p> <p>Learning Activity: Give students pre-assessment first.</p> <p>As students finish and turn in their pre-assessment, have them gather near the projector screen. Turn out the lights (for effect) and play the PowerPoint included in unit.</p> <p>Following the introductory PowerPoint, have them pick up the list of</p>
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<p>of the Year list for each student to have their own. They may wish to staple, tape, or glue it into their journal. Historians should each have a journal used solely for this unit. They will use this journal for a variety of purposes as the unit continues. The journal will go home with them and return with them each week.</p> <p>This is one of several sites worth putting the favorites of the students' computers for use throughout the unit.</p> <p>A copy of the etiquette is attached to give the participants during lesson 2. Often teachers make posters of the etiquette as well.</p> <p>In preparation for this unit, teachers should visit school and public libraries acquiring as many different issues of TIME Magazine (especially any Person of the Year) Issues as you can find. Even having basic TIME Magazines will come in handy for general layout, table of contents, and basic formatting.</p>	<p>previous awardees of Person of the Year. They should be instructed to review the list silently for 5–10 minutes. In their journals, they should make any notations or questions they have related to the list or topics.</p> <p>After students have reviewed the list and made notations, ask them to Think–Pair–Share about their thoughts. Historians pair up with another student seated near them. Ask the learners to share names of the people they recognize, surprise them, and/or interest them. Finally, after partnered discussion dies down, open up the discussion to the whole class.</p> <p>Once they have had the opportunity to discuss the list, allow them to go to the internet where you have the site: http://www.TIME.com/TIME/personoftheyear/archive/stories/index.html bookmarked under Favorites. This will allow the researchers to look at and read about the past awardees of the Person of the Year feature. Allow the learners the rest of the class period to explore this website.</p> <p>Review the Socratic Seminar purpose and etiquette today to prepare for tomorrow's seminar.</p> <p>Background knowledge related to TIME's Person of the Year:</p> <p>The tradition of selecting a Man of the Year began in <u>1927</u>, when <i>TIME</i> editors contemplated what they could write about during a slow news week. Primarily, they sought to remedy an editorial embarrassment from earlier that year when the magazine did not put aviator <u>Charles Lindbergh</u> on its cover following his historic <u>trans-Atlantic flight</u>. At the end of the year, they came up with the idea of a cover story about Lindbergh being the "Man of the Year."</p>
<p>Students will have an assignment that carries from one week or the next. If possible, make a connection with the classroom teacher to coordinate a way students can complete assignments throughout the week in school and at home. This is especially beneficial as use of the school server will help the progress on the articles and magazine.</p>	<p>Assignment/Follow Up:</p> <p>For homework/reflection, ask the Journalists to write a reflection in their journal based on the questions below. Print out the next page and give to the students to tape or staple into their journal. This will help them keep their journals organized throughout the unit.</p> <p>Journal Prompt Homework #1:</p> <ol style="list-style-type: none"> 1. What do you think about the recipients of TIME Magazine's Person of the Year? 2. What people do you recognize? 3. What did each of these people have in common? 4. What made them stand out?

- | | |
|--|--|
| | <ol style="list-style-type: none">5. What influence did they cause?6. How are they remembered today?7. Are all those chosen as Person of the Year considered to be good role models for society? |
|--|--|

They can also reflect on the discussion of the day, make notes of people that they believe should have won this honor, or questions they have related to the list of people. The journal entries will be used to begin the discussion next week.

Name: _____

Date: _____

TIME Magazine Unit Pre-Assessment



1. Name two people in history that could be considered heroes.

a. _____

b. _____

2. Name two character traits of a hero and the person you believe demonstrates that trait.

a. _____

b. _____

3. Do you believe all "heroes" make good role models? Why or why not?

4. What is a biography?

5. Write a sentence that **compares** a primary and secondary source.

6. What is the connection between the products/services to the needs and values of a time period?

7. Give two examples of your connections between objects and their time period:

INSERT POWERPOINT PRESENTATION HARD COPY HERE

TIME Magazine Person of the Year

1927	Charles Lindbergh
1928	Walter P. Chrysler
1929	Owen D. Young
1930	Mohandas Gandhi
1931	Pierre Laval
1932	Franklin Delano Roosevelt
1933	Hugh Samuel Johnson
1934	Franklin Delano Roosevelt
1935	Haile Selassie
1936	Mrs. Wallis Warfield Simpson
1937	Generalissimo & Mme Chiang Kai-Shek
1938	Adolf Hitler
1939	Joseph Stalin
1940	Winston Churchill
1941	Franklin Delano Roosevelt
1942	Joseph Stalin
1943	George Catlett Marshall
1944	Dwight D. Eisenhower
1945	Harry Truman
1946	James F. Byrnes

1947	George Catlett Marshall
1948	Harry Truman
1949	Winston Churchill
1950	American Fighting-Man
1951	Mohammed Mossadegh
1952	Elizabeth II
1953	Konrad Adenauer
1954	John Foster Dulles
1955	Harlow Herbert Curtice
1956	Hungarian Freedom Fighter
1957	Nikita Krushchev
1958	Charles De Gaulle
1959	Dwight David Eisenhower
1960	U.S. Scientists
1961	John F. Kennedy
1962	Pope John XXIII
1963	Martin Luther King Jr.
1964	Lyndon B. Johnson
1965	General William Childs Westmoreland
1966	Twenty-Five and Under

1967	Lyndon B. Johnson
1968	Astronauts Anders, Borman and Lovell
1969	The Middle Americans
1970	Willy Brandt
1971	Richard Milhous Nixon
1972	Nixon and Kissinger
1973	John J. Sirica
1974	King Faisal
1975	American Women
1976	Jimmy Carter
1977	Anwar Sadat
1978	Teng Hsiao-P'ing
1979	Ayatollah Khomeini
1980	Ronald Reagan
1981	Lech Walesa
1982	The Computer
1983	Ronald Regan & Yuri Andropov
1984	Peter Ueberroth
1985	Deng Xiaoping
1986	Corazon Aquino
1987	Mikhail Gorbachev

1988	Endangered Earth
1989	Mikhail Gorbachev
1990	The Two George Bushes
1991	Ted Turner
1992	Bill Clinton
1993	The Peacemakers
1994	Pope John Paul II
1995	Newt Gingrich
1996	Dr. David Ho
1997	Andy Grove
1998	Bill Clinton and Kenneth Starr
1999	Jeff Bezos
2000	George W. Bush
2001	Rudolph Giuliani
2002	The Whistleblowers
2003	The American Soldier
2004	George W. Bush
2005	Bill Gates, Melinda Gates, & Bono
2006	???

Journal Prompt Homework #1 :

Please write responses to each of these questions in your journal. Bring with you to next class; we will use the answers to these questions for a discussion next week. Refer back to the website if you'd like: <http://www.TIME.com/TIME/personoftheyear/archive/stories/index.html>

1. What do you think about the recipients of TIME Magazine's Person of the Year?
2. What people do you recognize?
3. What did each of these people have in common?
4. What made them stand out?
5. What influence did they have?
6. How are they remembered today?
7. Are all those chosen as Person of the Year considered good role models for society?

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Teacher Reflections	Learning Activities: Day 2
<p>Concepts: Contribution</p>	<p>Guiding Questions: By reflecting on the choices of others, can we understand who they were and what they stood for? Does everyone make a contribution – what defines a contribution? How does society assign value to an individual?</p>
<p>Objective: Hold Socratic Seminar about previous recipients of Person of the Year. Discuss what it means to make a contribution. Introduce Final Product.</p>	<p>Link/Warm Up: Write on the board or show on the overhead: In your journal, write one person that you remember from last week who was awarded Person of the Year by TIME Magazine. Why did you remember that person? What about them stood out to you?</p>
	<p>Assessment: Seminar participants should be informally assessed today on their participation during seminar. Seminar should be taken seriously; learners should have contributed positively to the conversation and be respectful to the opinions and statements of others.</p>
<p>Teacher Notes: While students are completing their warm up, you might use the TIME to write the guiding questions on chart paper and hang them around the room at a level where students can see and write on.</p> <p>Socratic Seminar Etiquette <u>Participants:</u> Address each other as Mr. or Ms. Are courteous Are patient Speak one at a TIME Use evidence from the text to support their opinions Answer only the question posed by the leader Pass if they are not ready to speak Raise hand to be recognized</p> <p>During the Socratic Seminar: Have the three guiding questions listed on pieces of chart paper. Ask a</p>	<p>Learning Activity: Have students gather in a circle for a Socratic Discussion. Students should sit in a circle facing each other. Learners should be reminded of acceptable discussion behavior/etiquette. Pass out the slip that reminds students of seminar etiquette. This could be pasted into student journals.</p> <p>Begin by explaining that we are discussing the concepts of identity, contribution, and biography. The teacher will begin the seminar by asking one of the guiding questions for the day. Go around the room, giving each student a chance to respond. Students may pass if they do not have an opinion or if their thoughts were already discussed. After discussion of the first question ends, the leader poses the second question, then the third. If conversation is at a lull, the teacher may pose one of the questions that were given to the students as their journal/homework prompt (listed below):</p> <ol style="list-style-type: none"> 1. What are your thoughts about the people who have received the honor of Person of the Year? 2. What people or groups do you recognize on the list? 3. What do each of these people or groups of people have in common? 4. What made them stand out? 5. What influence did they have? 6. How are they remembered today?

<p>student to record student responses that help us answer any of the questions. Mention that we should not repeat responses on the paper. Leave the charts up to refer back to and add to as the unit progresses.</p>	<p>7. Are all those chosen as Person of the Year considered to be good role models for society?</p> <p>After students have had the opportunity to discuss each of the questions, bring the seminar to a close.</p> <p>Introduce final product: In the next 16 weeks, each of you will select a person from history that you believe could have or should have been awarded the Person of the Year Issue by TIME Magazine. You will need to think about the types of people who have won this in the past and why they may have been selected. Your project will consist of:</p> <ul style="list-style-type: none"> • A cover (front and back of the magazine) • A table of contents (to be completed near the end of the project) • A biographical article • An article relating to the contribution(s) of your individual • An award you would like to give your individual • An article highlighting the time period which your person lived or an event occurring during that time period • 3–5 advertisements of products or services prevalent during the time period of your magazine issue
	<p>Assignment/Follow Up:</p> <p>Ask students to come up with a list of 3–5 people they might be interested in studying for this unit. Remind them that TIME Magazine would have to agree that their chosen person, “for better or worse, has most influenced events in the preceding year”. Students should also have a general idea of the time period of that person’s existence. The list should be written in their journal.</p>

Journal Prompt Homework #2:

TIME Magazine selects one person or group of people that “for better or worse, has most influenced events in the preceding year”. Before next class, create a list of 3–5 people you would be interested in creating a Person of the Year magazine about. Be sure they have contributed to society and are someone of personal interest to you. Refer back to the website if you’d like:

<http://www.TIME.com/TIME/personoftheyear/archive/stories/index.html>

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Socratic Seminar Etiquette

Participants:

- Address each other as Mr. or Ms.
- Are courteous
- Are patient
- Speak one at a time
- Use evidence from the text to support their opinions
- Answer only the question posed by the leader
- Pass if they are not ready to speak
- Raise hand to be recognized

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<p>Teacher Reflections</p>	<p>Learning Activities: Day 3</p>
<p>Concepts: Biography and Contribution</p>	<p>Guiding Questions: How do historians use primary sources to learn about the past? What purpose does a biography serve? What do I gain from reading or writing a biography? Does everyone make a contribution – what defines a contribution? How does society assign value to an individual?</p>
<p>Objectives: Analysts look through and discuss magazines, layout, people awarded, and article content. Historians select an individual for study.</p>	<p>Link/Warm Up: (Write on the board or show on the overhead) In your journal, answer the following question: “How does society assign value to an individual or the contribution of an individual?”</p>
	<p>Assessment: Informally assess students during Kagan Strategy and Jigsaw sharing technique.</p>
<p>Teacher Notes: While the students are perusing the magazines, monitor the room and make the posters that will finish the lesson. The posters can be made on regular construction paper. There should be enough posters that each child would have a poster during all rotations (3–4 of each poster). The posters should/could be headed:</p> <ol style="list-style-type: none"> 1. What are the parts of a magazine? 2. What information is included in a biography? 3. Why is a biographical article included in each issue? 4. What are some common aspects of the contributions noticed in the magazines? 5. What types of advertisements were included in the magazines? 6. What evidence of the TIME period is embedded in the magazine? 	<p>Learning Activity: Today we will look at past issues of TIME Magazines. We are looking for a number of things. After you have had the opportunity to peruse several issues, we will participate in a Kagan Cooperative Learning strategy to help us understand the important parts of a “Person of the Year” TIME Magazine.</p> <p>Pass out as many magazines as you were able to find. Students can peruse them individually, with a partner, or in a small group. Allow 20 minutes for students to spend looking at the magazines. Have a system set up for students to pick up, look at, and return magazines so that there is a flow of energy in the room.</p> <p>After 20 minutes, pass out a marker and a poster to each child. Tell them they will have 30–45 seconds with each poster and they should contribute any information that they can on the poster in front of them. After 30 seconds or so, the teacher will tell them to finish their current thought and pass the poster to the next person in the group (students should be seated in groups of 6 or as many posters as there are made). Students should be silently thinking and writing during this strategy.</p> <p>Teacher facilitates this process until each student has had the opportunity to write on each poster. This should take about 5 minutes.</p> <p>After each child has written on all six posters, have them stop and form groups according to the poster in their hands. All of the students with</p>

	<p>poster 1 will be together and so forth. Students in the groups should discuss their posters and combine all the notes onto one poster per question. After students have synthesized the information, have them share the final poster with the class. These posters should be hung and referred back to throughout the unit.</p> <p>Have students discuss as needed and narrow down their choices for their Person of the Year.</p> <p>Pass out the research rubric and ask students to write at the top the name of the person they would like to study. Any time that is left can be used for beginning internet research on their individual or to check out research books from the library.</p>
	<p>Assignment/Follow Up:</p> <p>Assign students a journal entry to discuss why they chose the person they did? How they connect with the person they chose? What do they already know about the person they selected? This is due on day 4.</p>

Journal Prompt Homework #3:

You have selected a person or group of people that “for better or worse, has most influenced events” in a particular year. Before next class, spend time thinking and writing about WHY you chose them. What characteristics did they portray that might make them appropriate for this honor? What do you ALREADY know about this person? A written journal entry about these topics is due for next class.

Journal Prompt Homework #3:

You have selected a person or group of people that “for better or worse, has most influenced events” in a particular year. Before next class, spend time thinking and writing about WHY you chose them. What characteristics did they portray that might make them appropriate for this honor? What do you ALREADY know about this person? A written journal entry about these topics is due for next class.

Journal Prompt Homework #3:

You have selected a person or group of people that “for better or worse, has most influenced events” in a particular year. Before next class, spend time thinking and writing about WHY you chose them. What characteristics did they portray that might make them appropriate for this honor? What do you ALREADY know about this person? A written journal entry about these topics is due for next class.

Biographical Research Guide for TIME Magazine Person of the Year

Student Name: _____

Person of the Year: _____

Biographical Information (You may or may not find everything listed here.)

Date of Birth: _____ Date of Death: _____

Location of Birth: _____ Location of Death: _____

Childhood Family Members: _____

Childhood setting (where they lived): _____

Education/Schooling: _____

Story related to Childhood: _____

Spouse's Name: _____ Year of Marriage: _____

Children's Name(s): _____

Story related to Marriage: _____

Profession: _____ Passion(s): _____

Story related to Profession: _____

Teacher Reflections	Learning Activities: Day 4
<p>Concepts: Biography</p>	<p>Guiding Questions: How do historians use primary sources to learn about the past? What do I gain from reading or writing a biography? Do daily actions and interactions define us as individuals?</p>
<p>Objective: Historians begin biographical research on selected individual and time period.</p>	<p>Link/Warm Up: (Write on the board or show on the overhead) Make a list of ten questions in your journal you are MOST interested in finding answers to about the person you are choosing to study. Where can you look to find answers to these questions?</p>
<p>For today's assessment, create a checklist of the questions to the best of your knowledge for each child. Using non-fiction resources in a school library are skills the students should soon master if not already.</p>	<p>Assessment: Was the student able to find non-fiction resources in the library to facilitate their research? How much assistance was needed by the teacher or librarian (base your evaluation on the obscurity of the person they selected)? Could the student repeat this process if researching again?</p>
<p>Teacher Notes: Touch base with the librarian to see if today would be a good day to bring this group of students to find reference material about their person of interest.</p> <p>Remind students that they may not find answers to EVERYTHING asked on the research guide. They may also find very interesting facts that are specific only to their person. Both factors are fine and expected, the guide should be used to help their research.</p> <p>During this unit you will need access to computers each day. Schedule TIME in the computer lab or reserve a mobile lab ahead of TIME to be sure students have continuous access to the necessary information and software.</p> <p>To determine appropriate research sites to use online with students, collaborate with your SBTS or</p>	<p>Learning Activity: Once all of the students have had the opportunity to answer the warm up questions, ask them what resources we can use in the library to aid our research? Make a list of these sources and encourage students to look for several different sources to compare information.</p> <p>Have them line up to go to the library. Give students the task to find 1-2 nonfiction books or resources they can use to help their research on their person of interest. You may need to help them with the encyclopedia-style reference books on famous people. These books are usually found near the encyclopedias in most libraries. Depending on the person they chose, this could be an easy or difficult task.</p> <p>After the students have checked out the books, take them back to your room or to a computer lab to begin research. Use school-approved websites for research. The FCPS library has many online research sites recommended to use with students. Tell them to use the internet while it is available to them, their assignment will be to read one of their non-fiction books over the next week for research purposes. They should continue to answer questions on the research guide focusing on biographical information for the TIME being.</p>

librarian for the most current information and tips.	
<p>Be sure to send home with students: book to read, journal, and post-its to mark their pages with.</p> <p>The quote homework is helpful, but could be left off if too intense for students.</p>	<p>Assignment/Follow Up: Read one of the books you checked out in the library. Use post-it notes to mark pages of high importance that you would like to go back to for your project.</p> <p>Students are assigned to find a quote from their “person” and a write a basic journal/inference about their character related to the quote. What can you learn from the quote about the person? What do you think might have been important to them?</p>

Student Name																			
Locates non-fiction resources																			
Assistance required from teacher or librarian																			
Ability to repeat process																			

Journal Prompt Homework #4:

TIME Magazine selects one person or group of people that “for better or worse, has most influenced events in the preceding year”. Before next class, read one of the books you checked out in the library. Use post-it notes to mark important facts you would like to use for your project. Look for a quote about or by your person and write in your journal what you (as a reader) can learn about your person JUST from the quote. Bring your journal and your book (marked with post-its) to next class.

Teacher Reflections	Learning Activities: Day 5
Concepts: Identity	Guiding Questions: What do writers think about? Are these thoughts interesting, confusing, intriguing, or surprising?
Objective: Teacher demonstrates how to use Microsoft Publisher and Word. Learners gain hands-on experience with software.	Link/Warm Up: (Write on the board or show on the overhead) Look at the post-it notes you marked for homework over the past week. Copy some of the important information onto your research guide that you would like to use in your TIME Magazine.
	Assessment: Anecdotal records of student participation and contributions to the discussion.
Teacher Notes: Gifted students often do not enjoy sitting and listening passively for long periods of time. It is recommended that you show them one computer application, give them 5 minutes to work with the software, show them another application, and then give them a chance to work with it. If any of the computer applications listed here are new to you, ask your SBTS to either sit down and show you how best to use the programs or ask him or her to run this lesson in your classroom for you. They are usually happy to work with the students as long as the two of you can align schedules!	Learning Activity: Today the learners will need to use patience as you show them the software they will use to complete their magazine. The programs they will use primarily are Microsoft Word and Publisher. Let them know that the more efficiently you are able to demonstrate, the more time they will have at the end to work. 1. Microsoft Word The first application the students will need familiarized with is Microsoft Word. Ideally, the students have been using this program in their classroom by now, but it is best to refresh their memories on your expectations of their usage. Students will use Microsoft Word to type their articles, create a table of contents, import pictures from the internet, and write a bibliography. Show the students how to: <ol style="list-style-type: none"> 1. Log into the computers 2. Open Word 3. Save a NEW document on the server (Save As) 4. Save a document that already has been named (Save) 5. Open a document located on the server 6. Change the font of the text 7. Change the size of text 8. Create a title (underline/bold etc) 9. Change the text color 10. Make a bulleted list 11. Make a numbered list 12. Import pictures 13. Change the format of the picture (how it sits on the page) 14. Add page numbers

<p>Tutorials exist on Microsoft's webpage to help anyone learn to use their applications. Check their page for any assistance for either yourself or your students.</p> <p>If you can give the students the time today to play with the new software/applications, you can limit the amount of time used for playing later during the unit. Today's purpose is to simply allow the students to explore the computer options.</p>	<ol style="list-style-type: none"> 15. Add a page break 16. Use Word Art 17. Create a graphic organizer or table 18. Change the margins and page set up <p>2. Microsoft Publisher</p> <p>The second application the students will need familiarized with is Microsoft Publisher. This may be a completely new program to them. Students will need Publisher to make their magazine look authentic. They will create their cover and back cover using this program. Students may find other ways to use the program once familiarized with it. Show the students how to:</p> <ol style="list-style-type: none"> 1. Open Publisher (teal P at the bottom of your desktop) 2. Start a Publication for Print 3. Choose Quick Publications 4. Select the Publication Design 5. Choose a Layout (one for cover, one for back) 6. Change the color of the background and format 7. Change the text 8. Change the font and font color 9. Add lines around a text box and a background color 10. Import a picture 11. Save their pages to the students' folder on the server <p>Try to give them at least 10 minutes to "play" with each program. Show them the sample included with the unit to assist them in ideas of what they can do with the program.</p> <p>If students have an ample amount of time to play, ask them to begin their cover. They should look at the TIME Magazine Issues used earlier in the unit to understand what their cover should look like and include. They may make the background and font their own. Be sure their name is included on the cover as well as the name of the person they are studying. (see student checklist)</p>
	<p>Assignment/Follow Up:</p> <p>Ask students to continue reading and researching about their individual over the next week. If they were unable to find a quote last week, have them continue to look for one this week. They will use this quote in their magazine as well as to gain understanding about their individual.</p>

Homework #5:

Continue reading and researching about your individual this week. If you were unable to find a quote last week, continue to look for one this week.

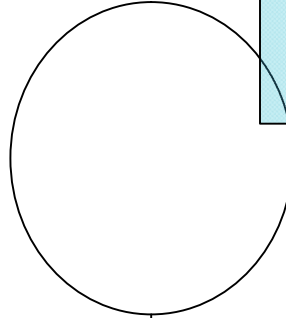
INSERT SAMPLE COVER OF TIME MAGAZINE HERE

<p>Teacher Reflections</p> <p>Concepts: Biography and contribution</p> <p>Objective: Continue biographical research focusing on individual's life, timeline, and contribution(s).</p> <p>Teacher Notes: Have http://www.primarysourcelearning.org bookmarked on the student computers if possible (as a favorite). Today with researching through online sources and their non-fiction books, have the students look up their individual using this site. This will guide them to primary sources on their individual.</p> <p>Teachers should take the time to familiarize themselves with the primarysourcelearning site before demonstrating in front of the class.</p> <p>The stickman graphic organizer should give students the opportunity to synthesize some of the perspectives of the person they are studying. The stickman is designed in a way that students must infer information and perspectives in order to complete it. They will need to</p>	<p>Learning Activities: Day 6</p> <p>Guiding Questions: How do historians use primary sources to learn about the past? Is it possible to write a biography of an individual without highlighting the important factors of the period in which they lived? By reflecting on the choices of others, can we understand who they were and what they stood for? Do daily actions and interactions define us as individuals?</p> <p>Link/Warm Up: (Write on the board or show on the overhead) What is a primary source? Give at least 3 examples of primary sources you have seen or heard about in your journal.</p> <p>Assessment: Stickman description of the person they select. Teachers should give written responses to their descriptions. Take the time to note who seems to identify with the person they are researching and who may be having difficulty finding enough information.</p> <p>Learning Activity: Begin by facilitating a discussion on primary sources. Ask students to share what they wrote in their journal.</p> <p>Make a class list of possible primary sources.</p> <p>Ask students where we might find primary sources. Show them the website: http://www.primarysourcelearning.org</p> <p>Do a search for any individual (you might choose the individual you believe your students are having the most trouble with). Analyze one of the primary sources with the students related to what information they might learn from evaluating a primary source. Look for colors, clothing, landscape, hairstyles, body language, and signs or other written cues.</p> <p>Researchers should be given the opportunity to go to http://www.primarysourcelearning.org to look for and identify with primary sources about the person they are researching and the TIME period he or she lived.</p> <p>Give the students a blank stick man. Tell them that today and for homework this week, they are to complete the stick man along with their research guide. When they finish both, they can begin writing the rough draft of their biography of their person, making the cover</p>
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<p>consider the events, actions, and perspective of their person in order to categorize and list their known facts. Teachers could use themselves as an example to help students understand the different boxes of the stickman graphic organizer.</p>	<p>and back cover of their magazine or begin listing the important dates of their person's life to use in the timeline.</p>
	<p>Assignment/Follow Up: Complete stick man of their individual.</p>

Directions: Using your research, complete each of the boxes with information about your Person of the Year. You will need to infer based on the primary sources you looked at and the books/internet sites you read. Any boxes that you cannot complete will guide you to the areas you may need to research further to fully understand your Person of the Year. Bring to class next week.

Things this person thought or was passionate about:



Tools or materials the person used:

Hands-on training experience:

Things they loved:

My Name: _____

Person of the Year: _____

Things they stood for or believed in:

Places they went or worked:

<p>Teacher Reflections</p> <p>Concepts: Biography, Contribution, and Identity</p> <p>Objective: Historians use their research to create a timeline of the individual's life.</p> <p>Teacher Notes: Sample dates are: Date of birth Dates moved Dates of sibling births Date of significant cultural, political, or technological events Dates of marriage Dates of children(s) births Date of death Date of time period events (wars etc) Presidential elections Political/Cultural events In the event the website moves, the timeline format is available through downloads on Microsoft.com</p> <p>If you are not able to collaborate with classroom teachers, consider</p>	<p>Learning Activities: Day 7</p> <p>Guiding Questions: Is it possible to write a biography of an individual without highlighting the important factors of the period in which they lived? What do I gain from reading or writing a biography? What do writers think about? Are these thoughts interesting, confusing, intriguing, or surprising? By reflecting on the choices of others, can we understand who they were and what they stood for? Does everyone make a contribution – what defines a contribution? How does society assign value to an individual?</p> <p>Link/Warm Up: (Write on the board or show on the overhead) Write a list of 5 issues taking place during the time period of the person's lifetime in your journal. How do you know they occurred during their lifetime?</p> <p>Assessment: Teachers should collect and given written feedback to the timeline. There should be available time for students to revise the timeline based on the feedback the teacher provides if they would like.</p> <p>Learning Activity: Ask students if someone were to make a timeline of the major milestones of their life, what dates would appear on them? Teacher should make a list of these major life milestones on the board or chart paper. Use your LCD projector to show the timeline framework students will use to complete their timeline today and will be part of their final TIME Magazine. Timeline is available in a fill and save format at the following website: http://office.microsoft.com/en-us/templates/TC010162651033.aspx?CategoryID=CT101172751033 Give historians time today on the computers to complete their timeline. They may add dates to the timeline as they continue to research the person and the time period being studied. The timeline should reflect significant biographical dates as well as dates significant to the time period which their individual lived.</p> <p>Assignment/Follow Up: Students take home their journal, research guide, stick man, and timeline to write a rough draft of their biographical article. The rough</p>
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sharing your email address with your students so they may email any work they do from home.	draft is due next class period. Rough drafts may be handwritten, typed and printed, emailed to the teacher and saved to the server, or brought in on a disk.
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Homework #7:

This week you will take home your journal, research guides, stick man, and timeline to write a rough draft of your biographical article. The rough draft is due next class period. You can handwrite your rough draft or type and print it, email it to your teacher, or save it to a disk and bring it to class next week.

Teacher's Email Address: _____

Homework #7:

This week you will take home your journal, research guides, stick man, and timeline to write a rough draft of your biographical article. The rough draft is due next class period. You can handwrite your rough draft or type and print it, email it to your teacher, or save it to a disk and bring it to class next week.

Teacher's Email Address: _____

Homework #7:

This week you will take home your journal, research guides, stick man, and timeline to write a rough draft of your biographical article. The rough draft is due next class period. You can handwrite your rough draft or type and print it, email it to your teacher, or save it to a disk and bring it to class next week.

Teacher's Email Address: _____

INSERT BLANK COPY OF TIMELINE HERE

Teacher Reflections	Learning Activities: Day 8
<p>Concept: Biography</p>	<p>Guiding Questions: What purpose does a biography serve? Is it possible to write a biography of an individual without highlighting the important factors of the period in which they lived? What do I gain from reading or writing a biography? What do writers think about? Are these thoughts interesting, confusing, intriguing, or surprising?</p>
<p>Objective: Biographers should type draft of their biographical article.</p>	<p>Link/Warm Up: (Write on the board or show on the overhead) Please list of 5 products or services unique and important to the time period in your journal.</p>
	<p>Assessment: Checklist of accomplished tasks. To date, students should have completed: Stick Man Timeline Biographical Research Guide Rough draft of Biography Peer revision of biography Journal entries based on prompt each week</p>
<p>Teacher Notes: While students are typing and revising today, go around and touch base with each historian. Check to see that each student is on par with the assigned tasks. If you find that many students are falling behind, consider adding an extra work day into the unit. One or two students could be offered a TIME to come in before school, after school, or during lunch or recess to work on catching up. Even if a student misses one class, they might find themselves very behind and in need of a catch up day.</p>	<p>Learning Activity: Today historians will type and peer-edit their drafts of the biographical articles. If all completed their homework, they might choose to spend the first block of time typing or exchanging rough drafts with another student for revision. Students will type their drafts, print a copy for themselves to work with (share with another student for revisions/suggestions), and save a copy to the server. Though we will move on from this piece, students will have the ability to go back and add to, remove, edit, and revise their biographical articles until the entire project is due.</p> <p>The article should be typed into Microsoft Word. For each article typed, students should find and include at least one picture and type a caption that explains the picture and why it was included in the article.</p>
<p>I don't mind having parents edit a hard copy of students' work. I ask that students understand the suggestions given to them. By having the students type the pieces</p>	<p>Assignment/Follow Up: Unless you find it necessary to assign something else, this week should be used to edit any of the pieces completed thus far (students would need to take home a hard copy). It would be recommended that they edit and revise themselves, share with a friend, and possibly a parent</p>

Teacher Reflections	Learning Activities: Day 9
<p>Concepts: Contribution and Identity</p>	<p>Guiding Questions: How do historians use primary sources to learn about the past? What do writers think about? Are these thoughts interesting, confusing, intriguing, or surprising? Does everyone make a contribution – what defines a contribution? How do the problems and contributions of one person connect to others in the same time period, or those who preceded/succeeded them? How do you connect with the contributions made in the past?</p>
<p>Objective: Researchers focus on the contributions of their individual and major contributions of the time period they lived.</p>	<p>Link/Warm Up: (Write on the board or show on the overhead) List these questions and answers in your journal: What is a contribution? What contribution(s) have you made? What do you think is the most significant contribution to your life? Does everyone make a contribution?</p>
	<p>Assessment: When completed, collect the graphic organizer to look for accuracy and completion. Some of the chosen individuals will have smaller accomplishments and contributions than others.</p>
<p>Teacher Notes: Contributions can vary from context to context. Remind students that by helping a sibling with their homework, they have made a small but meaningful contribution to their family.</p>	<p>Learning Activity: Review their warm up. Come up with a class definition of a contribution and examples. They should realize that everyone makes a contribution to society, but some make larger contributions than others. Also, some contributions have a cause/effect relationship where one contribution causes another to make a contribution as well.</p> <p>The rest of the time today should be given to the students completing their graphic organizer. Each of the individuals they chose for their magazine made some contribution to their community, society, or the world. Pass out the graphic organizer and have the students begin to think about the contribution of their individual. This may be why they chose them in the first place. The contribution they select may be something they didn't know before, and experienced during their research in the past few lessons.</p> <p>Allow the students to use their research rubric from earlier, the internet, encyclopedias, and non-fiction books to complete their research about the contribution they chose. If students want to write more than one article on contributions, give them another graphic organizer and remind them that they might need to do a little extra work outside of</p>

	class time in order to finish.
	Assignment/Follow Up: Using your graphic organizer, write or type a rough draft article relating to the contribution of your Person of the Year.

Homework #9:

Using your graphic organizer, write or type a rough draft article relating to the contribution of your Person of the Year. You can handwrite your rough draft or type and print it, email it to your teacher, or save it to a disk and bring it to class next week.

Teacher's Email Address: _____

Homework #9:

Using your graphic organizer, write or type a rough draft article relating to the contribution of your Person of the Year. You can handwrite your rough draft or type and print it, email it to your teacher, or save it to a disk and bring it to class next week.

Teacher's Email Address: _____

Homework #9:

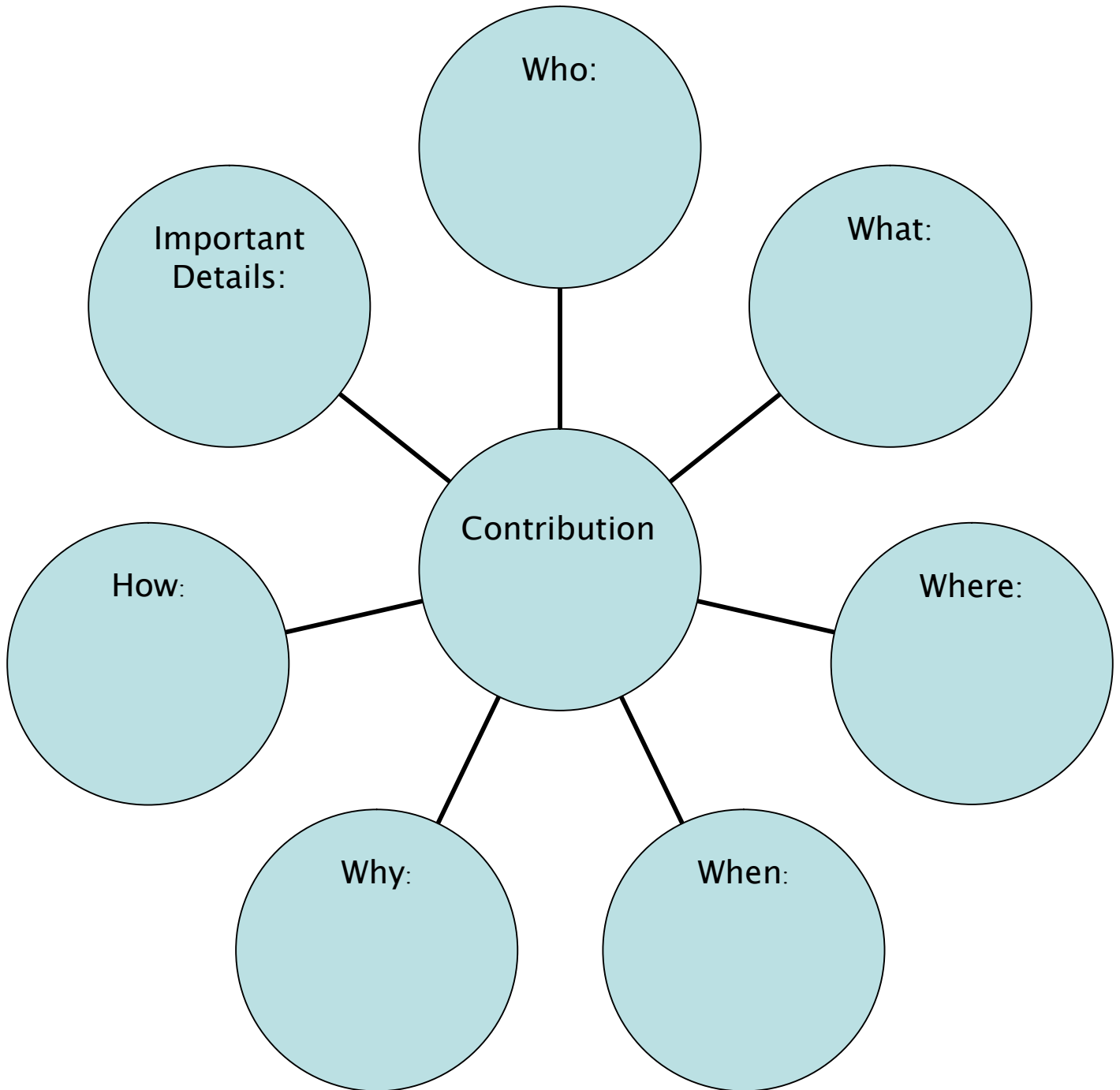
Using your graphic organizer, write or type a rough draft article relating to the contribution of your Person of the Year. You can handwrite your rough draft or type and print it, email it to your teacher, or save it to a disk and bring it to class next week.

Teacher's Email Address: _____

Name: _____

Person of the Year: _____

Contribution Research Guide: Students, use this guide to organize your thoughts on the main contribution of your individual. If you need to use another sheet of paper, please feel free to do so.



Teacher Reflections	Learning Activities: Day 10
<p>Concepts: Biography, Identity, and Contribution</p>	<p>Guiding Questions: Is it possible to write a biography of an individual without highlighting the important factors of the period in which they lived? What do writers think about? Are these thoughts interesting, confusing, intriguing, or surprising? By reflecting on the choices of others, can we understand who they were and what they stood for? Does everyone make a contribution – what defines a contribution?</p>
<p>Objective: Authors use independent research to type an article on the contribution(s) of their individual.</p>	<p>Link/Warm Up: (Write on the board or show on the overhead) In your journal, draw a non-linguistic representation to describe either your Person of the Year or their main contribution.</p>
<p>The rubric included for this piece of the unit uses the terms novice, apprentice, and expert to assess student mastery of the specific areas. A novice has a basic understanding of a concept, an apprentice mastered expected depth of material, where as an expert is able to apply and look deeper into a concept.</p>	<p>Assessment: Assess the mind map completed over 2 weeks. Concepts to look for include:</p> <ul style="list-style-type: none"> • Biographical Information • Time Period Information • Detail • Visual Appeal • Use of non-linguistic representations • Creativity <p>Use the attached assignment overview and grading rubric if you choose.</p>
<p>Teacher Notes: Non-linguistic representation: a visual representation of a person, place or thing that does not include words other than labels or nametags.</p> <p>Now might be a good time to bring out the TIME Magazines and articles from previous copies for students to review and refresh memories. Students might understand more fully how a magazine fits together and each of the components necessary to create a magazine.</p>	<p>Learning Activity: Today students should bring a rough draft of the article based on a contribution made by their Person of the Year. Be sure to review the components of an article: title, subtitle, heading, picture and caption, and body of article (with beginning, middle, and end).</p> <p>Students should be reminded to either indent the first line of each paragraph or leave an extra space in between paragraphs.</p> <p>Give the students all but the last 20 minutes to work on typing their contribution article. Continue to review how to save to the server and the basic editing functions that are available to them on Microsoft Word. Students can either be formatting their article (font, spacing, alignment) as they go, or they might choose to do it all at the end. Students who finish typing should regularly trade with another student and peer edit their work thus far. You might also remind them to look at an actual magazine to set up their articles to look like those in a magazine.</p>

<p>Depending on the technology available in the school, students might also save their work to a floppy disk or CD to continue working from home.</p> <p>See model thinking lessons on mind-mapping for further explanations or examples. Model thinking lessons can be found on Gateways or on the GT Programs 24/7 Site.</p>	<p>The article should be typed into Microsoft Word. For each article typed, students should find and include at least one picture and type a caption that explains the picture and why it was included in the article.</p> <p>When there are about 20 minutes left, ask the students to come back to their seats (or wherever most appropriate for group instruction). They might choose to email their work to themselves to work from their classrooms or home if possible.</p> <p>Today you will introduce the concept of a mind map. Students will have two weeks at home to work on this assignment. A mind map is an elaborate web of ideas and concepts that relate to the center theme. As an example, you can create a mind map about yourself with your class. This would begin by creating a non-linguistic representation of yourself in the center of your board or a large sheet of paper. Non-linguistic means without words. As much of the mind map should be done without words, or by using words <i>creatively</i>. Coming from yourself should be non-linguistic symbols or pictures of things that are very important to you. Students should be recommended to get creative with labels if they are needed to clarify a topic or subject (students have drawn me in the past with my FCPS badge enlarged around my neck to show my name). Ideas of the main ideas that stem from a teacher could be: the school where you teach, sports or hobbies you enjoy, your family, the city you are from... From each of these main ideas should stem more specific details about you.</p> <p>Students should be assigned to create a mind map about the person they are awarding their magazine. This should help them focus their ideas as the project wraps up as well as serve as an assessment of their understanding and research. Suggest to them that one of the main stems is related to their <u>main contribution</u> and another main stem might relate to the <u>time period</u> in which they lived.</p>
	<p>Assignment/Follow Up: Students should take home their mind map papers, overview, journals, and grading rubric. Give students 2 weeks to complete and bring back their mind maps if possible.</p>

Mind Map Assignment

To demonstrate your understanding of the person you are researching, your next task is to create a mind map to teach others about his or her life and accomplishments. A mind map is an elaborate web of ideas and concepts drawn non-linguistically rather than written out. Remember that non-linguistic means without words (or using words creatively). Often we use webs to plan when we write; this mind map will connect everything you have already learned about your person and time period.

Begin by creating a non-linguistic representation of your Person of the Year in the center of a large sheet of paper (you should have created one as a warm up earlier today). Determine the 3 - 6 main ideas that relate to your person. Find creative and fun ways to show the main ideas and connect them with a line back to your person. From each main idea, use non-linguistic symbols or pictures as details to better describe that main idea.

Name: _____ Person of the Year: _____

Mind Map Grading Rubric

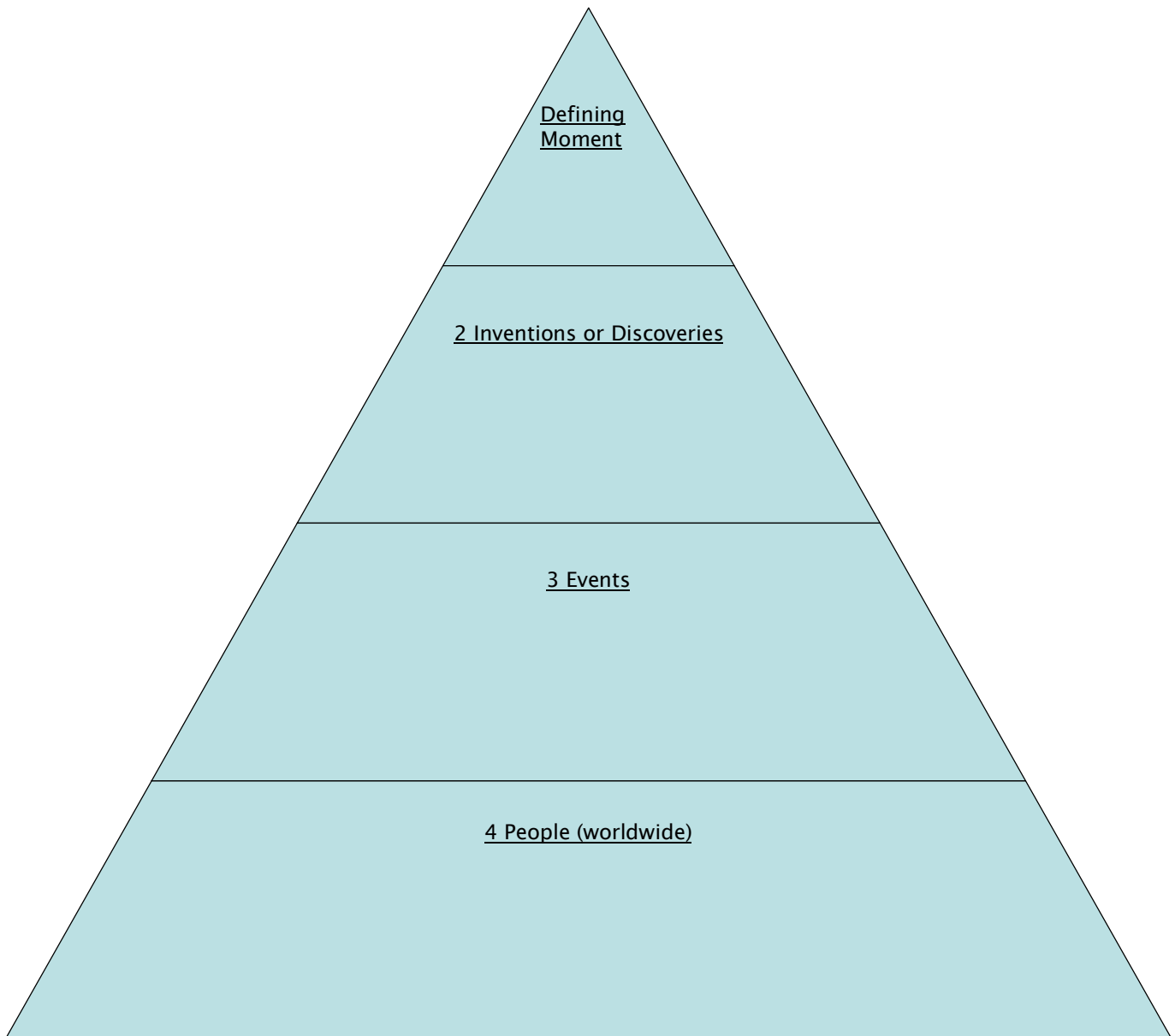
	Novice	Apprentice	Expert
Biographical Information			
TIME Period Information			
Non-Linguistic Representation			
Details			
Visual Appeal			
Creativity			

Teacher Notes:

Teacher Reflections	Learning Activities: Day 11
<p>Concepts: Contribution, Biography</p>	<p>Guiding Questions: How do historians use primary sources to learn about the past? Is it possible to write a biography of an individual without highlighting the important factors of the period in which they lived? What do writers think about? Are these thoughts interesting, confusing, intriguing, or surprising? How can we identify with and connect to the time periods throughout history?</p>
<p>Objective: Researchers use non-fiction sources to investigate time period.</p>	<p>Link/Warm Up: (Write on the board or show on the overhead) Name 5 major events that have happened in the world since the date of your birth.</p>
	<p>Assessment: Assess the mind map completed over 2 weeks. Use the attached assignment overview and grading rubric if you choose.</p>
<p>Teacher Notes: Have chart paper ready.</p> <p>You might consider looking up the major events of the 21st century. Find examples of major events that directly and indirectly influenced your life and the lives of the students.</p> <p>Go through the research guide together. Highlight what could go in these boxes for the 21st century.</p>	<p>Learning Activity: Begin today's lesson by making a list of major events that have happened during the lifetime of your students. They were asked to make a list of 5 for their warm up. The purpose is to have them realize that major events happen during all time periods. Some major events have a direct influence on our lives, while others may occur and do not connect to our individual lives.</p> <p>Discuss with the class that major events have happened during each time period and often these events indirectly affect everyone living then. Think about the invention of the automobile – chances are, everyone was influenced in one way or another based on this invention. Even people who did not own a car were influenced by those who did. How?</p> <p>Today the students will turn their attention to the time period in which their Person of the Year lived. Students will need to infer how the events affected their TIME of the Year person. Using the graphic organizer, give the students the rest of the time to learn as much as they can about the time period their individual lived.</p> <p>If they finish their graphic organizer, students may begin the rough drafts of their time period article. See next lesson for specifications.</p>
	<p>Assignment/Follow Up: Students complete mind maps.</p>

Time Period Pyramid of the Years: _____

Directions: Write the years that your Person of the Year lived (ie 1841 - 1902) on the line at the top of the page. For this activity, you are not concerned with the person you are studying. Instead, you should focus on the major events and people of the time they lived. Some of these topics will relate to your person while others will not. Spend the day researching about the concepts listed in the Period Pyramid. Use the space near each cell if you need more room to write.



Teacher Reflections	Learning Activities: Day 12
Concepts: Contribution	Guiding Questions: What actions must one take to have a biography written about them? By reflecting on the choices of others, can we understand who they were and what they stood for? How does society assign value to an individual?
Objective: Writers type a draft of their article on the time period.	Link/Warm Up: (Write on the board or show on the overhead) What is an award you would like to win in your lifetime? Describe and/or draw the award in your journal. The award can be real or fictitious.
	Assessment: Students have two weeks to create an award they would like to present to their Person of the Year. Their award must contain: <ul style="list-style-type: none"> • A descriptive or creative title • Description of the award • Description why the award was given to the recipient • Picture of the award (drawn or printed from the computer)
Teacher Notes: Historians realize that many influential historic events took place during the same time period, either geographically close or distant from each other. Some events connect to each other while others took place independent of each other's influence. Teachers may wish to hand out final product checklists to the students now. They may wish to go back and revise or revisit previous articles once they see the checklist.	Learning Activity: Learners should be prepared to type an article regarding the time period that their person lived or a major event that occurred during that time period. If they choose a major event, it should not be specifically related to the person they studied, rather another event occurring simultaneously with the life of their person. Articles should be typed into Microsoft Word. For each article typed, students should find and include at least one picture and type a caption that explains the picture and why it was included in the article.
Creative students will enjoy drawing a new award while analytical thinkers can use an award that already exists and make it their own.	Assignment/Follow Up: You are to design an award – real or fictitious that you would like to have presented to your Person of the Year. A completed award must have a title, brief description of the award, description of why your person was awarded the honor, and a colored picture of the award. You will have two weeks to complete the assignment. The final copy of the award will be a part of your magazine. Students may choose to use the format provided or create their own.

Directions: This is a template for what your award might look like. You do not need to use this specifically, but your award page should include each of the pieces highlighted on this page.

Official Title of the Award
(Example: Academy Award)

Description of the award. This includes how your award began, why it is awarded, and how frequently it is given. (Example: The Academy Awards, popularly known as the Oscars, are the most prominent and most watched film awards ceremony in the world. Awarded annually by the Academy of Motion Picture Arts and Sciences since 1929 in Los Angeles, it recognizes excellence in many aspects of motion picture making, such as acting, directing and screenwriting.)

Reason or reasons why your Person of the Year should receive this award. Highlight either one important reason or a summary of several reasons. (Example: Reese Witherspoon should be awarded the Academy Award in year 2005 for her leading role in Walk the Line. Her ability to sing and act like June Carter was amazing, especially as she is not a singer in real life.)

Include a picture of your award:



Academy Award Winner:
Reese Witherspoon for
her role in the 2005 film
titled, "Walk the Line"

Check-list for TIME Magazine Person of the Year

Cover

- Title
- Picture(s) of Person of the Year
- Name of author(s)
- Year of publication (in history)
- Subtitle that gives preview of person
- TIME Magazine Person of the Year

Table of Contents

- List of all components of magazine
- Page numbers
- Creative background and text
- One or more picture with caption

Biographical Article

- Title of article
- Minimum of 10 facts about person
- One or more picture with caption
- Beginning, middle, and end

Contribution Article

- Title of article
- 10 facts about contribution
- One or more picture with caption
- Beginning, middle, and end

Student Notes:

Time Period Article

- Title of article
- 10 facts about the TIME period
- One or more picture with caption
- Beginning, middle, and end

Time Line

- Appropriate title selected
- One or more picture with caption
- Ten or more important dates
- Written description for each date

Award

- Title of award
- Description of award
- Why the award was given
- Picture of the award

Advertisements

- 3-5 advertisements
- Title of product or service
- Authentic appearance
- One or more picture(s)

Teacher Notes:

Teacher Reflections	Learning Activities: Day 13
<p>Concepts: Identity and Contribution</p>	<p>Guiding Questions: How do historians use primary sources to learn about the past? Is it possible to write a biography of an individual without highlighting the important factors of the period in which they lived? How can we identify with and connect to the time periods throughout history? How do you connect with the contributions made in the past?</p>
<p>Objective: Analysts use knowledge of the time periods to study advertisements, products, and services influential during the selected time period.</p>	<p>Link/Warm Up: (Write on the board or show on the overhead) Reflection on this quote in your journal. How does it make you feel? Do you think it was ever true? Do you think the same would apply today?</p> <p>“Well behaved women rarely make history.” ~ Laurel Thatcher Ulrich</p>
	<p>Assessment: Students have two weeks to create an award they would like to present to their Person of the Year. Their award must contain:</p> <ul style="list-style-type: none"> • A descriptive or creative title • Description of the award • Description why the award was given to the recipient • Picture of the award (drawn or printed from the computer)
<p>Teacher Notes: Be sure to have plenty of <u>old</u> magazines available on the day!</p> <p>Be sure students understand the differences between products and services.</p> <p>Some students will have a more difficult time doing this than others, be mindful of the variety of responses found during this activity.</p>	<p>Learning Activity: Today, students should have a wealth of resources available to them. Students should be able to visit the library, use the internet, look in magazines, or use encyclopedias to research the products and services that were influential during the time period they are studying.</p> <p>Once they find the products and services they are interested in using, they can choose to create their own advertisements (on the computer or drawn by hand) or print authentic advertisements from the computer.</p>
	<p>Assignment/Follow Up: You are to design an award – real or fictitious that you would like to have presented your Person of the Year. A completed award must have a title, brief description of the award, description of why your person was awarded the honor, and a colored picture of the award. See the</p>

	<p>checklist for the list of requirements for this project. You will have two weeks to complete the assignment. The final copy of the award will be a part of your magazine. Students may choose to use the format provided or create their own.</p>
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<p>Teacher Reflections</p> <p>Concepts: Identity and Contribution</p> <p>Objective: Advertising designers find or create advertisements representative of their time period.</p> <p>Teacher Notes: Remind students what “defines” a time period.</p> <p>Products or services that might be considered “defining” of the 21st Century: Cellphones Computers Internet SUV’s Recycling/Being “green” Blackberries TV/TIVO Hybrids Cleaning People 5 minute Oil Changes</p>	<p>Learning Activities: Day 14</p> <p>Guiding Questions: How can we identify with and connect to the time periods throughout history? How do the problems and contributions of one person connect to others in the same time period, or those who preceded/succeeded them?</p> <p>Link/Warm Up: (Write on the board or show on the overhead) What products or services do you think define the 21st century? In what ways do we advertise these things?</p> <p>Assessment: Anecdotal assessment of each student’s understandings of their time period. This can be achieved by looking at the products or services each student chooses to create advertisements about, the method the advertisements (color, descriptions, etc), and through discussion with the students. The students’ grasp on the time period is one of the most important purposes of this project and should be represented by this time in the unit.</p> <p>Learning Activity: Last lesson, you were given time to research the “things” that were most important during the time period of your magazine. The final pieces of your magazine are 3 – 5 advertisements about products or services that define your time period. You may choose to create your own by hand or by using Microsoft Publisher, or you may find ones that exist and include them in your magazine.</p> <p>To get us thinking, what products or services did you list in your journal as most reflective of the 21st century? Why do you believe these are so important to us? What do these products or services tell about our lives today? Would these items or services be advertised during the time period of your magazine? How do you know? Use our discussion to identify or create 3 – 5 advertisements that could be in a magazine from the time of your person’s life. First, identify the items or services you would like to advertise, then determine how best to advertise them. You might look back at older magazines to be sure these advertisements are as authentic as possible.</p>
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	Assignment/Follow Up:
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Complete the advertisements for next class. If you are finished, you might consider printing your articles to take home and make revisions.

Homework #14:

TIME Magazine selects one person or group of people that “for better or worse, has most influenced events in the preceding year”. Before next class, finish creating or find 3 to 5 advertisements representative of your time period that can be included in your magazine. Be sure to show a picture of the product or service, a title for the product or service, and use your creativity to make the advertisements as authentic as possible!

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Teacher Reflections	Learning Activities: Day 15
<p>Concepts: Biography</p>	<p>Guiding Questions: How do historians use primary sources to learn about the past? What do writers think about? Are these thoughts interesting, confusing, intriguing, or surprising? How do you connect with the contributions made by individuals in the past?</p>
<p>Objective: Editors spend time making changes to their articles, the cover page, and the advertisements.</p>	<p>Link/Warm Up: (Write on the board or show on the overhead) What is a primary source? Give your best definition, and then list as many examples you can.</p>
<p>While coming up with the class Frayer Model, be sure to use appropriate wording and examples so the students can affirm what they understood correctly and correct in their minds what they misunderstood.</p>	<p>Assessment: Students will use the Think, Pair, Share strategy to review their understanding of primary sources. For “Pair” you may choose to have them work in pairs or small groups. Take the time while students are working independently and in small groups to note each learner’s understanding of what primary sources are and are not. Academically, this is one of the main purposes for the unit.</p>
<p>Teacher Notes: If students have a difficult time giving a personal definition of primary sources, have them revisit http://www.primarysourcelearning.com And list the type of resources found on the site. This should help guide them as to what is and is not a primary source.</p> <p>If students ask, why edit? Teacher should explain that as a reader, we are often distracted and unmotivated to finish reading a piece if it has several spelling or grammar mistakes, no matter how great the pictures or interesting the information may be.</p>	<p>Learning Activity: In your journal, you gave <u>your</u> definition of a primary source. Come together with those at your table, and use the Frayer Model to better explain what a primary source is and is not. Bring your journals to help you.</p> <p>Teacher should talk each group through the Frayer Model as a class. The definition should be the final step completed by each group.</p> <p>Give students about 10 minutes to work in groups.</p> <p>After 10 minutes, ask each group to share their Frayer Model. Come up with a class version while each group shares. Keep this posted until the students take the post-assessment.</p> <p>Once the students have shared, give them the rest of the class period to make edits and revisions on their magazine. Remind them to pull out their checklist to fully understand your expectations. They may print each of the pieces and take them home to look at further.</p>
<p>Show the front pages of an actual TIME Magazine to illustrate the number of</p>	<p>Assignment/Follow Up: Over the week, you may review and rethink any piece of your</p>

editors a magazine has. Use this also for the next lesson and consider having students keep track of peer editors. Students could create a page early in the magazine that has a copyright, list of contributing editors, etc.

magazine. You should look for content, spelling, formatting, and basic grammar mistakes. This may be shared with friends and adults, but be sure that your magazine is reflective of your research, work, and understanding.

Homework #15:

Over the week, you may review and rethink any piece of your magazine. You should look for content, spelling, formatting, and basic grammar mistakes. This may be shared with friends and adults, but be sure that your magazine is reflective of your research, work, and understanding.

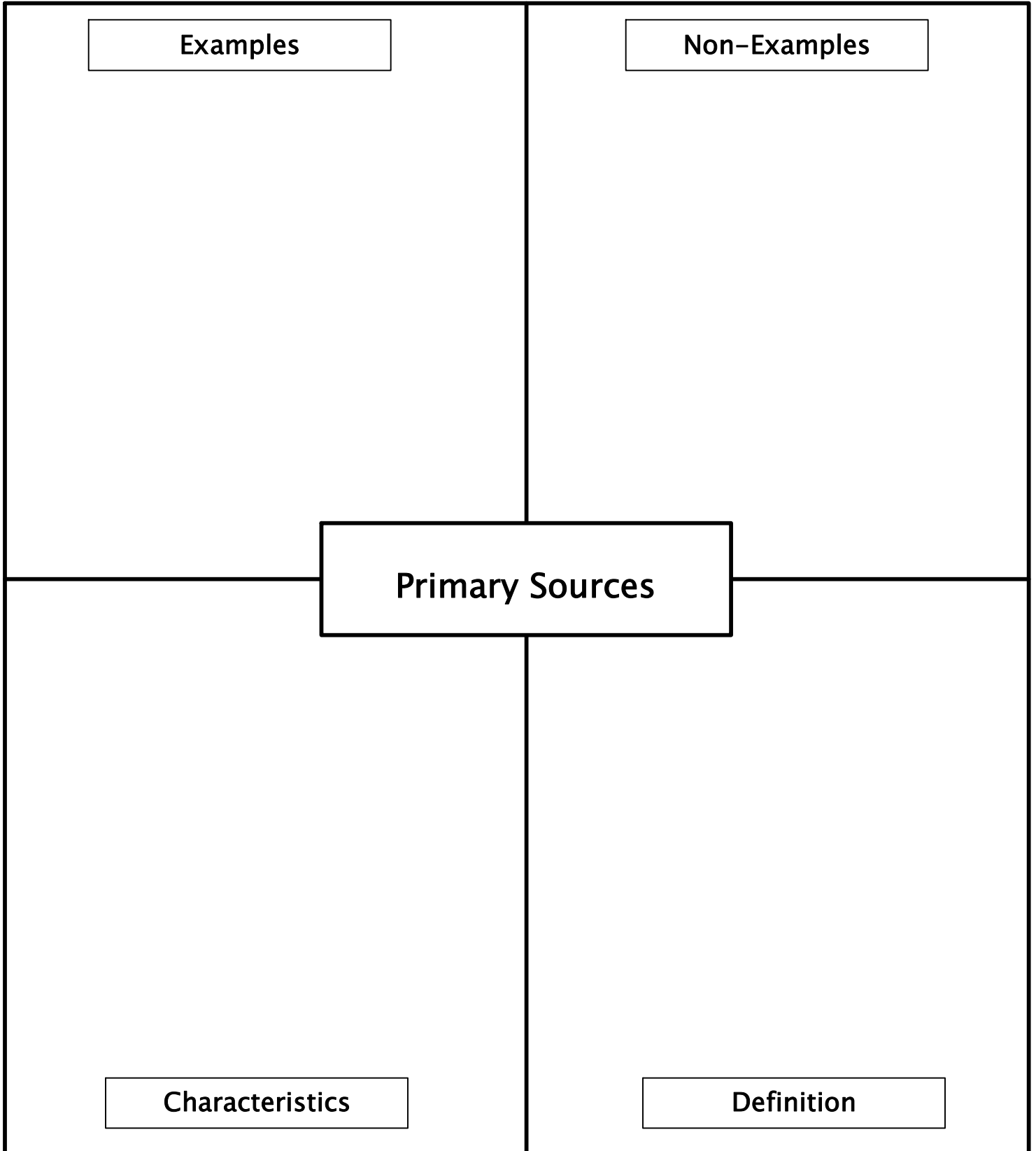
Homework #15:

Over the week, you may review and rethink any piece of your magazine. You should look for content, spelling, formatting, and basic grammar mistakes. This may be shared with friends and adults, but be sure that your magazine is reflective of your research, work, and understanding.

Homework #15:

Over the week, you may review and rethink any piece of your magazine. You should look for content, spelling, formatting, and basic grammar mistakes. This may be shared with friends and adults, but be sure that your magazine is reflective of your research, work, and understanding.

The Frayer Model



Teacher Reflections	Learning Activities: Day 16
<p>Concepts: Biography and Identity</p>	<p>Guiding Questions: What actions must one take to have a biography written about them? Do daily actions and interactions define us as individuals? What skills or attributes do I have that would make me worthy of a biography? How does society assign value to an individual? How do you connect with the contributions made in the past?</p>
<p>Objective: Editors print copies of their magazine and trade with a peer for revision and review.</p>	<p>Link/Warm Up: (Write on the board or show on the overhead) List qualities society looks for in leaders, role models, or successful individuals.</p>
	<p>Assessment: Today’s assessment should be based on the productivity each child shows when given the time to make peer revisions of their magazines. If they need more direction, it may be best that teachers choose which students share with which.</p>
<p>Teacher Notes: Be sure to facilitate the discussion among students of this topic. Use chart paper to record student responses. Discuss how some of these qualities can be seen as a positive and negative.</p> <p>Consider having peer–editors make their questions or comments on post–it notes right on the printed work for each student.</p> <p>Ascending Intellectual Demand Ideas: for students who either are ready for a greater challenge or finish early, consider giving them other options for their magazine:</p> <ol style="list-style-type: none"> 6. create a Venn diagram comparing themselves and their Person of the Year 7. use Publisher or Word to create an “about the author” 	<p>Learning Activity: What qualities did you list in your journal? (Teacher makes a list of these qualities).</p> <p>Which of these qualities do you embody? In your journal, make a list of these qualities. Students should think of the meaning of each quality and what that tells about them as people.</p> <p>Give an example of the times you have shown these qualities.</p> <p>Think about the qualities you did not list. Are there some you would like to work on? How could you begin?</p> <p>Authors should have taken the last week to make revisions to their unit. They should be given the rest of the class period to exchange with a friend or peer–editor. Peer editors should make any suggested changes either on a post–it note or directly on the articles. If students finish early with their first partner, they should trade with another friend. Have them understand that it is beneficial to have as many students read their work and make suggestions as possible.</p>

<p>page to include about themselves in their magazine</p> <ol style="list-style-type: none"> 8. create a back cover for their magazine 9. find or create and include political cartoons from their time period to add to their magazine 10. create a "Top Ten" list related to something interesting to them in their time period (i.e. best dressed, most influential, songs of the decade) 	
	<p>Assignment/Follow Up: Reflect on the prompt in the warm up. Make a list of the qualities they demonstrate between now and next week and write about these times in their journal. Do they show some of the qualities frequently, do they show all of the qualities rarely? How do their personalities connect with the person they have been studying?</p>

Journal Prompt Homework #16:

TIME Magazine selects one person or group of people that "for better or worse, has most influenced events in the preceding year". Reflect on the prompt in the warm up.

1. List qualities society looks for in leaders, role models, or successful individuals.
2. Make a list of the qualities they demonstrate between now and next week and write about these times in their journal.
3. Do they show some of the qualities frequently, do they show all of the qualities rarely?
4. How do their personalities connect with the person they have been studying?

Teacher Reflections	Learning Activities: Day 17
<p>Concepts: Biography and Identity</p>	<p>Guiding Questions: What purpose does a biography serve? What do I gain from reading or writing a biography? What do writers think about? Are these thoughts interesting, confusing, intriguing, or surprising? Do daily actions and interactions define us as individuals?</p>
<p>Objective: Authors use the revisions from last week to make finishing touches on their magazines, print in color and turn in.</p>	<p>Link/Warm Up: (Write on the board or show on the overhead) Make an organized list of the tasks you need to accomplish today in order to complete and print your magazine.</p>
	<p>Assessment: Teacher uses rubric to assess magazines over the course of the week.</p>
<p>Teacher Notes: Before this day, be sure that there is no problem printing to a color printer from the student computers. Help facilitate the finishing process for the students' magazines.</p>	<p>Learning Activity: Students should be given as much time as possible to finish their TIME Magazine. Remind students to look at the checklist they made in the warm up as well as the project checklist to be sure their product is complete. Remind students that if they were absent even for one day of the unit; their magazine might appear slightly different than the others in the class. At the end of the day, students should print two color copies of their magazines. One copy will be turned in to you for a grade; the other will go home with them to help them plan how they will share their Person of the Year with their class.</p>
<p>Ascending Intellectual Demand Ideas: for students who either are ready for a greater challenge or finish early, consider giving them other options for their magazine:</p> <ol style="list-style-type: none"> 1. create a Venn diagram comparing themselves and their Person of the Year 2. use Publisher or Word to create an "about the author" page to include about themselves in their magazine 3. create a back cover for their 	<p>Assignment/Follow Up: Read entire magazine. Plan how you would like to share your Person of the Year with your class. You can choose to read an article, show the magazine pieces, create a PowerPoint, or any creative way to give the class an understanding why their person was selected for this project.</p>

<p>magazine</p> <ol style="list-style-type: none"> 4. find or create and include political cartoons from their time period to add to their magazine 5. create a "Top Ten" list related to something interesting to them in their time period (i.e. best dressed, most influential, songs of the decade) 	
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Final Assignment for TIME Magazine Project:

Read entire magazine. Plan how you would like to share your Person of the Year with your class. You can choose to read an article, show the magazine pieces, create a PowerPoint, or any creative way to give the class an understanding why you selected your person for this issue.

Final Assignment for TIME Magazine Project:

Read entire magazine. Plan how you would like to share your Person of the Year with your class. You can choose to read an article, show the magazine pieces, create a PowerPoint, or any creative way to give the class an understanding why you selected your person for this issue.

Final Assignment for TIME Magazine Project:

Read entire magazine. Plan how you would like to share your Person of the Year with your class. You can choose to read an article, show the magazine pieces, create a PowerPoint, or any creative way to give the class an understanding why you selected your person for this issue.

Teacher Reflections	Learning Activities: Day 18
<p>Concepts: Biography, Identity, and Contribution</p>	<p>Guiding Questions: How do historians use primary sources to learn about the past? What purpose does a biography serve? Is it possible to write a biography of an individual without highlighting the important factors of the period in which they lived? What actions must one take to have a biography written about them? What do I gain from reading or writing a biography? By reflecting on the choices of others, can we understand who they were and what they stood for? Do daily actions and interactions define us as individuals? How can we identify with and connect to the time periods throughout history? What skills or attributes do I have that would make me worthy of a biography? Does everyone make a contribution – what defines a contribution? How do the problems and contributions of one person connect to others in the same time period, or those who preceded/succeeded them? How does society assign value to an individual? How do you connect with the contributions made in the past?</p>
<p>Objective: Presenters take 5 minutes to share their Person of the Year with their class. Post-test.</p>	<p>Link/Warm Up: (Write on the board or show on the overhead) In your journal, write as many connections as you can think of connecting you to your TIME Person of the Year. Make an organized list.</p>
	<p>Assessment: Post-test, magazine share, and self evaluation.</p>
	<p>Learning Activity: Give students post-assessment.</p> <p>Each student should be given 3 – 10 minutes to share their Person of the Year with the class. Students should be given the choice how they would like to share this information and project with their class.</p> <p>Hand the graded copies of the TIME Magazines back to the students.</p> <p>Give students reflection page of their unit.</p>

Name: _____

Date: _____

TIME Magazine Unit Post-Assessment



8. Name two people in history that could be considered heroes.

a. _____

b. _____

9. Name two character traits of a hero and the person you believe demonstrates that trait.

a. _____

b. _____

10. Do you believe all “heroes” make good role models? Why or why not?

11. What is a biography?

12. Write a sentence that **compares** a primary and secondary source.

13. What is the connection between the products/services to the needs and values of a time period?

14. Give two examples of your connections between objects and their time period:

Name _____ Date _____

TIME Magazine Person of the Year Project Self – Assessment

1. Describe the person you chose for your magazine: _____

2. Where did you find information to prepare your magazine? _____

3. Describe WHY you chose your topic: _____

4. Is your work neat and organized?

Unacceptable

Satisfactory

Good

Very Good

Excellent

--	--	--	--	--

5. How creative was your magazine?

Unacceptable

Satisfactory

Good

Very Good

Excellent

--	--	--	--	--

6. Were your ideas presented clearly?

Unacceptable

Satisfactory

Good

Very Good

Excellent

--	--	--	--	--

7. Rate your presentation overall

Unacceptable

Satisfactory

Good

Very Good

Excellent

--	--	--	--	--

Using complete sentences, answer the following questions.

1. What was the most interesting part of the project?

2. What was the most enjoyable part of the project?

3. What did you learn about your own culture through this project?

4. Did you enjoy creating a magazine? Why or why not? _____

5. Looking back, what would you have done differently?

6. If asked, could you complete this type of project again? _____

Important Websites Highlighted in Unit:

<http://www.TIME.com/TIME/personoftheyear/archive/stories/index.html>

TIME Magazine Active Links to awardees of Person of the Year articles and people
Lesson 1 and Homework 1

<http://history1900s.about.com/qa/dynamic/offsite.htm?site=http://www.TIME.com/TIME/TIME100/poc/home.html>

TIME Magazine Person of the Century Article

http://en.wikipedia.org/wiki/Person_of_the_Year

Wikipedia Article related to TIME Magazine Person of the Year Issues

<http://office.microsoft.com/en-us/templates/TC010162651033.aspx?CategoryID=CT101172751033>

Download Page for Timeline through Microsoft Excel

Important Books Highlighted in Unit:

Model Thinking Lessons

Socratic Seminar Handbook

Rubric for TIME Magazine (Summative Assessment)

Student Name: _____

Demonstrated Understanding	Novice	Apprentice	Practitioner	Expert	Innovator
Continuity of History	Needs experiences with sequencing to establish a sense of chronology.	Seeks connections among concepts in order to make sense of patterns; has a roughly defined sense of chronology.	Understands chronology and has the ability to follow values and cultural norms across events and time periods.	Develops themes and connections across historical events without reliance on, but acknowledges chronology.	Questions information found in gaps and spaces during historical periods evidenced by final project.
Evaluation of Historic Events and Perspective	Recalls and describes historical events – sees the facts, not necessarily the concepts that link them.	Notices similarities and differences in individuals, perspectives, events, and time periods. Understands history at the conceptual level.	Connects their lives to historical perspectives studied. Appreciates influences of value and tradition on human perspectives.	Sees cause and effect relationships among historical events. Thrives on the richness of history and its importance in shaping the future.	Infers and makes predictions based on historical relationships studied and gains perspectives of today’s world.
Problem Solving and Critical Thinking Abilities	Completes tasks as they are asked.	Solves problems as they become evident in their research and project completion.	Discusses, listens to, and assists with the problems of their research and of others.	Challenges accepted bodies of knowledge, methods, and research findings.	Uses critical thinking to question the “truths” expressed by others through their research.
Written Communication Skills	Portrays knowledge in written format.	Occasionally uses proper writing skills and grammar.	Uses proper writing skills and grammar.	Creatively incorporates tone and voice to written pieces with proper grammar.	Creatively and clearly communicates through writing using a strong sense of tone and voice.
Ascending Levels of Questioning	Answers questions posed by the instructor.	Asks informative research questions.	Poses literal questions about historic events, people, and artifacts.	Identifies unanswered questions as tools to investigate further.	Poses interpretative questions about historic events and people.
Research Skills and Motivation	Uses a non-fiction resource to locate information.	Independently uses non-fiction sources to locate information. Exhibits beginning curiosity about historic events and people.	Compares information found by multiple sources. Exhibits intrinsic motivation for understanding history, perspective, and sense of identity.	Utilizes knowledge, skills, and processes of research to investigate deeper. Displays curiosity and seeks challenge through unanswered questions in the field.	Infers the perspective of an author. Exhibits a sustained interest in identity, research, history, and the causes for perspective and values.

