

**1. Lesson Title:** Montana History Timeline

**2. Lesson Author:** Kristina Rodriguez - I have taught elementary for 14 years and am currently in my 2nd year as library media specialist for Hamilton Middle School.

**3. Curriculum/Subject of Lesson:** 7th Grade Montana History students are doing a culminating end of the year lesson/unit. They are selecting major events in Montana's history and researching these topics to present to their peers. They will use local, state, national, and international events that have influenced or affected Montana's history. They will display their findings in a form of a timeline. Once their timeline is complete, they will present this timeline to their peers. Their presentation can be created using the media of their choice: poster, electronic presentation (ie. PowerPoint, Google Presentation, Animoto, Prezi, video, web page, etc.), theatrical skit, etc. The library media center's involvement is to provide print resources for students through their research. The library's computer lab is also available to use for creating their presentation and researching EBSCO, Encyclopedia Britannica, or the pre-approved Internet sites. The library media specialist's involvement is to be available to support the students' researching and their creation of their presentations. Library media specialist will also teach an EBSCO lesson and a refresher lesson on Encyclopedia Britannica. (*Side Note: MT History teacher is encouraging kids to create a non-electronic presentation because they have creating numerous presentations throughout this year in their other classes.*)

**4. Grade Level of Lesson:** 7th Grade Montana History students

**5. Lesson Duration:** This lesson will last 5-7 days, depending on student's need of time. The classroom teacher and the LMS are both flexible with this in order to make sure students are given sufficient class time while having the support of both teachers.

**6. Lesson Materials/Resources:**

- Montana History textbook
- Library print materials of Montana History
- Computers for research and creation of electronic presentations
- Printer for printing authentic photos/images
- Marker and/or other coloring tools
- Poster board, construction paper or butcher paper for creation of poster
- Stencils and/or die cut tools for poster creation
- Notepads, notebooks, notecards, paper and pencils for taking notes.
- Scissors, glue, tape, ruler, etc.
- Appendix A & B: Directions with Teacher rubric and self-evaluation rubric

**7. Lesson Overview/Rational:**

This unit is designed for seventh-grade students who receive instruction daily for 50 minutes with their Montana History teacher. The title of this lesson is "Montana History Timeline" because it is the culminating lesson/unit for students to organize and summarize important events that they want to learn more about or even just their favorite events in Montana's History. Our school district expects students to learn about Montana History from 1742 - 1920.

This lesson is a culminating activity for the students to "showcase" their knowledge of facts/events taught throughout the year. They will be responsible for organizing and summarizing the

items below into a timeline which will be presented to their classmates. These events will demonstrate their knowledge of Montana's history that they have gained from class lectures, text readings, and classroom activities.

- 6-8 local events with 4-5 supporting images
- 5-6 state events with 2-3 supporting images
- 4-5 national events with 2-3 supporting images
- 3-4 international events with 1-2 supporting images.

## **8. Essential Questions/Focusing Questions of Lesson**

**Essential Questions:**

1. How can you become an effective researcher? What should you look for when researching in print sources vs. Internet sources?
2. What are the main events in Montana's history that influenced our state the most (events could be local, state, national or international events)?

**9. Goals:** The goals of this lesson are:

- students will demonstrate their knowledge of local, state, national and international events that influenced Montana's history that has been gained from class lectures and readings throughout this class.
- students will learn how to effectively evaluate their sources of research by using criteria taught to them.
- students will demonstrate appropriate Digital Citizenship by citing their sources using MLA style in EasyBib.
- students will create and organize a presentation to effectively display their events in sequence. This display will include short narratives and images.

**10. Objectives:** Students will be able to:

- create and present a timeline describing local, state, national, and international events that are significant to Montana's history.
- analyze sources to effectively use sources relevant to their research.
- enhance their research through appropriately selecting images that enhance their findings.

**11. Standards:** The state standards listed below in #11 are taken from end of Grade 8 Benchmarks when necessary.

### **A. NETS-S Standards:**

[http://www.iste.org/docs/pdfs/20-14\\_ISTE\\_Standards-S\\_PDF.pdf](http://www.iste.org/docs/pdfs/20-14_ISTE_Standards-S_PDF.pdf)

- 1. Creativity and innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
  - b. Create original works as a means of personal or group expression
- 3. Research and information fluency: Students apply digital tools to gather, evaluate, and use information.
  - a. Plan strategies to guide inquiry
  - b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media

- c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
- 4. Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
  - a. Identify and define authentic problems and significant questions for investigation
  - b. Plan and manage activities to develop a solution or complete a project
- 5. Digital citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
  - a. Advocate and practice safe, legal, and responsible use of information and technology
  - b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity
  - c. Demonstrate personal responsibility for lifelong learning
  - d. Exhibit leadership for digital citizenship

### **B. National: 21st century AASL Standards**

[http://www.ala.org/aasl/sites/ala.org.aasl/files/content/guidelinesandstandards/learningstandards/AASL\\_LearningStandards.pdf](http://www.ala.org/aasl/sites/ala.org.aasl/files/content/guidelinesandstandards/learningstandards/AASL_LearningStandards.pdf)

1. Inquire, think critically, and gain knowledge.
  - 1.1 Skills
    - 1.1.1 Follow an inquiry based process in seeking knowledge in curricular subjects, and make the real world connection for using this process in own life.
    - 1.1.2 Use prior and background knowledge as context for new learning.
    - 1.1.3 Develop and refine a range of questions to frame the search for new understanding.
    - 1.1.4 Find, evaluate, and select appropriate sources to answer questions.
    - 1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.
    - 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.
    - 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.
    - 1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.
    - 1.1.9 Collaborate with others to broaden and deepen understanding.
  - 1.2 Dispositions in Action
    - 1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.
    - 1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.
    - 1.2.3 Demonstrate creativity by using multiple resources and formats.
    - 1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information.
    - 1.2.5 Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.

- 1.2.6 Display emotional resilience by persisting in information searching despite challenges.
    - 1.2.7 Display persistence by continuing to pursue information to gain a broad perspective.
  - 1.3 Responsibilities
    - 1.3.1 Respect copyright/ intellectual property rights of creators and producers.
    - 1.3.2 Seek divergent perspectives during information gathering and assessment.
    - 1.3.3 Follow ethical and legal guidelines in gathering and using information.
    - 1.3.4 Contribute to the exchange of ideas within the learning community.
    - 1.3.5 Use information technology responsibly.
  - 1.4 Self-Assessment Strategies
    - 1.4.1 Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary.
    - 1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.
    - 1.4.3 Monitor gathered information, and assess for gaps or weaknesses.
    - 1.4.4 Seek appropriate help when it is needed.
- 2. Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.
  - 2.1 Skills
    - 2.1.1 Continue an inquiry based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.
    - 2.1.2 Organize knowledge so that it is useful.
    - 2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.
    - 2.1.4 Use technology and other information tools to analyze and organize information.
    - 2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.
    - 2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.
  - 2.2 Dispositions in Action
    - 2.2.1 Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.
    - 2.2.3 Employ a critical stance in drawing conclusions by demonstrating
    - 2.2.4 Demonstrate personal productivity by completing products to express learning.
  - 2.3 Responsibilities
    - 2.3.1 Connect understanding to the real world.
    - 2.3.2 Consider diverse and global perspectives in drawing conclusions.
    - 2.3.3 Use valid information and reasoned conclusions to make ethical decisions.
  - 2.4 Self-Assessment Strategies
    - 2.4.1 Determine how to act on information (accept, reject, modify).

- 2.4.2 Reflect on systematic process, and assess for completeness of investigation.
    - 2.4.3 Recognize new knowledge and understanding.
    - 2.4.4 Develop directions for future investigations.
- 3. Share knowledge and participate ethically and productively as members of our democratic society.
  - 3.1 Skills
    - 3.1.1 Conclude an inquiry based research process by sharing new understandings and reflecting on the learning.
    - 3.1.3 Use writing and speaking skills to communicate new understandings effectively.
    - 3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.
    - 3.1.6 Use information and technology ethically and responsibly
  - 3.3 Responsibilities
    - 3.3.4 Create products that apply to authentic, real-world contexts.
- 4. Pursue personal and aesthetic growth.
  - 4.1 Skills
    - 4.1.6 Organize personal knowledge in a way that can be called upon easily
  - 4.2 Dispositions in Action
    - 4.2.2 Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements.
  - 4.4 Self-Assessment Strategies
    - 4.4.1 Identify own areas of interest.

**C. State: MT Library/Information Literacy Standards**

[http://opi.mt.gov/PDF/Standards/09IL\\_LMContentStandards.pdf](http://opi.mt.gov/PDF/Standards/09IL_LMContentStandards.pdf)

- Information Literacy/Library Media Content Standard 1: a student must: identify the task and determine the resources needed.
  - The benchmark for a student at the end of grade 8 is the ability to:
    - Analyze the parts of the problem to be solved;
    - Identify information resources needed;
    - Evaluate and select appropriate resources.
- Information Literacy/Library Media Content Standard 2: a student must: locate sources, use information, and present findings.
  - The benchmark for a student at the end of grade 8 is the ability to:
    - Locate multiple resources using search tools;
    - Evaluate resources;
    - Locate information within multiple resources;
    - Extract information from multiple resources needed to solve the problem;
    - Organize and manage information to solve the problem;
    - Create a product that presents findings.
- Information Literacy/Library Media Content Standard 4: a student must: use information safely, ethically and legally.
  - The benchmark for a student at the end of grade 8 is the ability to:
    - Legally obtain, store and disseminate text, data, images or sounds;

- Appropriately credit ideas and works of others.
- Information Literacy/Library Media Content Standard 5: a student must: pursue personal interests through literature and other creative expressions.
  - The benchmark for a student at the end of grade 8 is the ability to:
    - Analyze and respond to multiple resources and creative expressions from diverse cultures, including Montana American Indians.

**D. State: MT Technology Standards** <http://www.opi.mt.gov/pdf/Standards/10ConStds-Tech.pdf>

- **Technology Content Standard 1: The student will use digital tools and resources for problem solving and decision making.**
  - 1.2 collect relevant data and information on a subject from a variety of digital resources
  - 1.3 analyze and ethically use data and information from digital resources
  - 1.4 compare accuracy, diversity, relevance and point of view, including Montana American Indians, of digital information
  - 1.5 share data and information ethically and appropriately cite sources
- **Technology Content Standard 2: The student will collaborate and communicate globally in a digital environment.**
  - 2.3 communicate the results of research and learning with others using digital tools
- **Technology Content Standard 3: The student will apply digital tools and skills with creativity and innovation to express his/herself, construct knowledge and develop products and processes.**
  - 3.2 use a variety of digital tools to create a product
  - 3.5 use digital tools and skills to construct new personal understandings

**E. State: Subject Content Standards** <http://opi.mt.gov/PDF/Standards/ContStds-SocSt.pdf>

- **Social Studies Content Standard 1: Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.**
  - 1. apply the steps of an inquiry process (i.e., identify question or problem, locate and evaluate potential resources, gather and synthesize information, create a new product, and evaluate product and process).
  - 2. assess the quality of information (e.g., primary or secondary sources, point of view and embedded values of the author).
- **Social Studies Content Standard 2: Students analyze how people create and change structures of power, authority, and governance to understand the operation of government and to demonstrate civic responsibility.**
  - 3. identify the significance of tribal sovereignty and Montana tribal governments' relationship to local, state and federal governments.
  - 6. explain conditions, actions and motivations that contribute to conflict and cooperation within and among groups and nations (e.g., discrimination, peer interaction, trade agreements).
- **Social Studies Content Standard 3 Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).**
  - 3. analyze diverse land use and explain the historical and contemporary effects of this use on the environment, with an emphasis on Montana.
  - 4. explain how movement patterns throughout the world (e.g., people, ideas, diseases, products, food) lead to interdependence and/or conflict.

- 7. describe major changes in a local area that have been caused by human beings (e.g., a new highway, a fire, construction of a new dam, logging, mining) and analyze the probable effects on the community and environment.
- Social Studies Content Standard 4: Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.
  - 1. interpret the past using a variety of sources (e.g., biographies, documents, diaries, eyewitnesses, interviews, Internet, primary source material) and evaluate the credibility of sources used.
  - 2. describe how history can be organized and analyzed using various criteria to group people and events (e.g., chronology, geography, cause and effect, change, conflict, issues).
  - 4. identify significant events and people and important democratic values (e.g., freedom, equality, privacy) in the major eras/civilizations of Montana, American Indian, United States, and world history.
  - 7. Summarize major issues affecting the history, culture, tribal sovereignty, and current status of the American Indian tribes in Montana and the United States.
- Social Studies Content Standard 6: Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.
  - 3. identify and differentiate ways regional, ethnic and national cultures influence individuals daily lives and personal choices.
  - 5. explain the cultural contributions of, and tensions between, racial and ethnic groups in Montana, the United States, and the world.

## **12. Technology Used:**

- Computers, printer
- Pre-approved research sites linked at HMS Library Web page (Social Studies Tab):  
<https://sites.google.com/a/hsd3.org/hamiltonmiddleschoollibrary/home>
  - Montana Historical Society
    - <http://mhs.mt.gov/>
  - Montana Historical Society Timeline Examples
    - <http://montana.gov/search.mcpq?q=timeline&via=homepage&cx=013380590290877010950%3A3ubczas3i44&cof=FORID%3A11&ie=UTF-8&advs=MONTANA.GOV>
  - Montana - U.S. States - History.com
    - <http://www.history.com/topics/us-states/montana>
  - Montana State Facts - 50states.com
    - <http://www.50states.com/facts/montana.htm#.VUJIMtpViko>
  - Montana Kids - Facts and Figures
    - [http://montanakids.com/facts\\_and\\_figures/](http://montanakids.com/facts_and_figures/)
  - Montana History Timeline
    - <http://www.datesandevents.org/american-timelines/26-montana-history-timeline.htm>
  - Montana History
    - <http://www.montanahistory.net/>
  - Montana Facts - interesting fun facts about Montana
    - <http://montanafacts.facts.co/montanafunfactsabout/montanafactsforkids.php>

- Pre-approved image sites linked at HMS Library Web page (Social Studies Tab):  
<https://sites.google.com/a/hsd3.org/hamiltonmiddleschoollibrary/social-studies-sites>
  - Library of Congress:
    - <http://memory.loc.gov/ammem/mdbquery.html%22>
  - Pics4Learning:
    - <http://www.pics4learning.com/>
  - Creative Commons:
    - <http://creativecommons.org/>
  - Education World:
    - [http://www.educationworld.com/a\\_tech/sites/sites067.shtml](http://www.educationworld.com/a_tech/sites/sites067.shtml)
  - Encyclopedia Britannica also provides authentic images
- EBSCO Databases
- Encyclopedia Britannica
- EasyBib
- Google Apps
- Presentation Software - Microsoft PowerPoint, Prezi, Animoto, or other Web 2.0 presentation sites
- Kahoot - Game-based classroom response system
  - <https://getkahoot.com/>
- Other possible technology for “outside the box” presentations
  - Video camera
  - Digital camera

### **13. Collaboration:**

- *Collaboration: Classroom Teacher*
  - Classroom teacher and school librarian have had numerous meetings to discuss this culminating lesson. Classroom teacher has presented a desire for students to do this end-of-year assessment and with the librarians help would like to enhance it to incorporate additional research and reflecting.
- *Collaboration: School Librarian*
  - The school librarian has gathered resources for students (both print and digital), prepared researching mini-lessons based on requested criteria of classroom teacher, and will be available to co-teach any lessons.
  - School librarian will prepare lessons on EBSCO, Encyclopedia Britannica, and will be available to assist when students “dive” into using these tools.
  - School librarian will collaborate with students as needed for use of various Web 2.0 or other digital tools to complete their project and presentation.
- *Collaboration: Instructional Team*
  - Instructional team consists of classroom teacher and library media specialist for this lesson.
- *Collaboration: Student*
  - Student will collaborate with each other throughout the lesson as they gather information for their events. Students will keep an inquiry journal to jot down their ideas and any questions they may encounter from their reading. These inquiry journals are a tool for them to collaborate with the teacher as well. If the

teacher or library media specialist are not available for questions, students can write their questions in their journal for future use.

#### **14. Anticipatory Set/Object Based Learning (Lead-In):**

Throughout this school year, students have studied Montana's history from 1700 - present day. Students will be creating a timeline displaying their most favorite moments in Montana's history by creating a timeline using local, state, national, and international events. Students get decide which events they want to research further. Students will create a basic outline with their most memorable events. They can use their lecture notes or textbook to refresh their memories.

#### **15. Process Model and Information and Technology Literacy Activities:**

##### The Big6 Process Model

- *Task Definition:*
  - The teacher will introduce this lesson by asking the students to brainstorm events in all four categories: local, state, national, international. These events will be listed for all to view. (This will need to be done with each class period. Therefore, it is recommended the teacher create a Word document to save these files for projecting onto SMART Board/whiteboard each day.) Students can use their lecture notes, textbook or other resources available within the classroom during this brainstorming session.
- *Information Seeking Strategies:*
  - The library media specialist will meet with the class and discuss the variety of resources available to them for their research. Students will share what they feel is the most relevant resources and explain why they feel that way by creating an outline. This outline will be submitted to the teacher and/or library media specialist for review before moving onto the next step.
- *Location and Access (Locate Sources):*
  - Students will use their outline of resources to locate information on their topic.
    - Library media specialist will demonstrate for students appropriate search phrases/terms for Internet searching, Encyclopedia Britannica searching, and/or EBSCO searching (ie. Boolean Phrase, simple phrase, names of people and places, etc.)
- *Use of Information:*
  - Students will receive instruction on tips and tricks for best note-taking strategies when using electronic resources that will help them organize their information and avoid plagiarism. Google Drive will be where the students store their notes when working on a computer.
    - Multiple pages in Google Docs names appropriately or multiple files within a folder in Drive
    - Use of multiple tabs
    - Copy/pasting source information WITH researched information to keep together for later reference. While gathering information, students will summarize their findings to avoid plagiarism within their project.
    - Creating multiple topics/headings to keep all notes containing same topic together (one topic/heading for each page or file)
  - The same type of strategies will be used if students are taking notes in their notebooks.

- Students will utilize EasyBib to create their bibliographic citations. Google accounts will link EasyBib to their Google apps accounts for ease in exporting works cited page.
- The librarian will remind students of how to find keywords to skim through Websites to find important information.
  - “Find” tool will help students narrow in on focal words/topics to help make their research more efficient.
- *Synthesis:*
  - Students will organize their information into a timeline. This timeline could be created using any digital tools or poster/banner. The timeline will be in chronological order. Each event will be summarized into a well-written Step-Up to Writing paragraph.
  - Images included will depict the events included in the timeline. Hamilton Middle School Library web page has some links for web pages that will be helpful when looking for authentic photos, etc.
    - Hamilton Middle School Library Site - <https://sites.google.com/a/hsd3.org/hamiltonmiddleschoollibrary/social-studies-sites>
      - Library of Congress:
        - <http://memory.loc.gov/ammem/mdbquery.html%22>
      - Pics4Learning:
        - <http://www.pics4learning.com/>
      - Creative Commons:
        - <http://creativecommons.org/>
      - Education World:
        - [http://www.educationworld.com/a\\_tech/sites/sites067.shtml](http://www.educationworld.com/a_tech/sites/sites067.shtml)
  - Students will present their timeline to their peers.
- *Evaluation:*
  - Students will thoughtfully self-assess their performance and their product using a rubric. Included with this rubric, students will write a brief reflection describing what they felt to be their successes and failures through the research process. This will enable them to generate recommendations for themselves for future information problems.

## **16. Step by Step activities and Process Models:**

- *Day One:*
  - Introduction of lesson and expectations.
  - Introduction of EBSCO databases. Students will spend class period using EBSCO databases. They will begin searching through databases that would best fit their needs in searching for information. Search topics will be related to Montana History. This activity will help students refresh their minds on major events that influenced Montana’s history.
    - Types of searches will be discussed at this time also (ie. Boolean Phrase, simple phrase, names of people and places, use of quotation marks, etc.)
- *Day Two:*
  - Brainstorm events in different categories (local, state, national, international) with class. Using this list of events compiled by class, students will select which events they would like to research further for their timeline.
- *Day Three:*

- Library media specialist will discuss the variety of other resources students have available to them for researching (pre-determined websites found at library media center web page: <https://sites.google.com/a/hsd3.org/hamiltonmiddleschoollibrary> (See sites listed above in Technology Used section), Encyclopedia Britannica, EBSCO, and location of print materials available in the library.
- Students will create their list of the sources they plan on using and submitting it to teacher or library media specialist for approval. This list will be an outline format to be able to explain why they feel each source is valid for their topics.
- *Day Four:*
  - Library media specialist will discuss the importance of organizing notes and model some ways to best do this digitally or by writing. If digitally, Google apps will be the recommended tool to assist students with flexibility in working at home and at school.
    - Note taking strategies:
      - Label each page in notebook or file in Google docs with the title or subject of topic to be able to gather and compile all notes relating to this topic on this page.
      - Each source will be assigned a letter. Notes taken from each source will have that letter with them for students to remember where they found the information.
      - Source information will be gathered in EasyBib as the sources are being used to prevent students from having to go back and collect that information later.
      - Source information will also be written down with letter assigned.
      - When copying and pasting, students will take time to summarize information at that point in time. It will be suggested for students to use a different color text digitally or highlight written summaries for later use in their presentations. This will help prevent plagiarism by making their own words more easily distinguished.
    - Upon approval of source list, students may then move onto beginning phase of research and gathering their information.
- *Day Five - Seven:* Continued research. As students finish up research, they will begin construction of their timeline, final presentation.
  - With the completion of each event, students will need to reflect back on how they did. What were their successes and failures? This reflection will allow them to improve on each event as they go rather than get to the end and realize they did it all wrong or discover it was not well done.
- *Day Eight - Ten:* Work on compiling information and creating timeline.
- *Day Eleven & Twelve:* Presentations to class

**17. Lesson Closure/Object Based Learning (Reflect Anticipatory Set):** Before the assessment part of the lesson, create a lesson closure activity that reflects back to the anticipatory set at the beginning of the lesson.

- Using the questions from “Montana History Game” web page (<http://www.funtrivia.com/playquiz/quiz10293130de0.html>) or formulating questions from the facts presented to each class in the students’ presentations, the teacher or library media

specialist will create a Kahoot game for the kids to play on the iPads. These questions will test the students knowledge of general Montana History.

- Sample questions could include:
  - Henry Plummer was the outlaw ‘sheriff’ from which Montana town?
  - What year was Henry Plummer elected a sheriff?
  - How many ‘outlaws’ did the Vigilantes hang in January and February of 1864?
  - Long John Franck and Erastus Yeager did what?
  - In 1865, what town became the territorial capital of Montana?
  - Who was the original owner of the Anaconda Mining Company?
  - 168 men were killed in a Butte mine fire in what year?
  - What company did Anaconda merge with in 1899 to become the Amalgamated Mining Copper Company?
  - Who owned the Copper King Mansion?
  - Who found the first gold at Last Chance Gulch?
  - What year was George Armstrong Custer’s last stand?
  - The first female in Congress was from Montana. What was her first and last name?
  - Who were the two founders of Missoula?
  - In 1891, what group of Native Americans was moved to the Flathead Indian Reservation in modern Lake County?
  - What three numbers can be found on the patch worn by Montana Highway Patrol?
  - A Jesuit priest opened a mission in what valley in 1841?
- Examples of public Montana History Kahoot games that could be altered
  - Montana History: Newcomers explore the region  
<https://create.kahoot.it/#quiz/30e83d04-b2ee-4e7a-8104-0dbfc9fb65a0>
  - Montana History:  
<https://create.kahoot.it/#quiz/c96097ab-9dc8-4122-9896-a51f359aedde>
  - Chapter 5 - Montana History  
<https://create.kahoot.it/#quiz/ef6e0c81-3a89-4f84-b765-a9efdf06f981>

## **18. Lesson Evaluation/Assignments/ Handouts/Teaching Materials:**

### *A: Evaluation: Authentic Assessments*

- This lesson is a culmination of the year and is an assessment in itself to assess understanding of the historical events in Montana. The students’ timeline and the presentation exist to gain a reliable picture of the students’ understandings.
- Observation - as the students are working through the gathering information step, teacher and library media specialist are present to monitor students and their progress. Questions are asked through this observation of the students to check for understanding. These questions will promote higher level thinking for the students to possibly dig further or maybe redirect if necessary.

### *B: Evaluation: Assignments*

- #1 - Creation of source list to be used
- #2 - Development of list of events to be researched further

- #3 - Gathering of information and organizing their notes
- #4 - Assembly of timeline with facts in paragraph form and images to support these facts.
- #5 - Works cited page

*C: Evaluation: Handouts/Teaching Materials*

- Appendix A: Direction page containing teacher grading rubric
- Appendix B: Self-evaluation Rubric

**19. Connection to Other Curricular Areas:**

- English - researching, paraphrasing and summarizing event details
- Math - creation of chronological timeline to present events to peers
- Science - no connection
- Art - finding authentic images to support facts within timeline

**20. Adapted Learning:**

*A. Developmental Levels:*

- Teacher and library media specialist are available to assist students in searching through print materials in the library for their research. Both are also available to help guide the students in the right direction while they are working. Throughout the lesson, teacher and library media specialist will provide peer conferencing or adult conferencing with students to assist and guide. This will allow the time for students to reflect on their work.

*B. Multiple Intelligences*

- Students are given the opportunities to perform and work using a variety of Gardner's Theory of Multiple Intelligences.
  - Verbal-Linguistic - writing and summarizing their findings
  - Logical-Mathematical - chronological order of events
  - Visual-Spatial - designing a timeline, adding supporting images
  - Bodily-Kinesthetic - if student chose to perform a skit to go with their timeline
  - Interpersonal - teaching their peers what they learned through their presentation
  - Intrapersonal - Self evaluation

*C. Gender*

- While students are working it is important to touch base equally with boys and girls alike. However, due to the fact that boys are less likely to ask questions, it is imperative that the teacher and library media specialist pay attention to their needs. Possibly giving them guidance and reassurance they are on the right track or get them on the right track will be needed.

*D. Race/Culture/ethnicity Considerations*

- Montana's history contains many areas for race/culture with the large population of Native Americans that inhabited the state before it was a state, after its statehood, and into the present day. Our history contains a large influence from the Native American culture.
- With any considerations for race/culture/ethnicity in students, teacher and library media specialist need to be observant of these "hidden rules" that exist.

*E. Socioeconomics*

- According to Ruby Payne, “The hidden rules of the middle class govern schools and work; students from generational poverty come with a completely different set of hidden rules and do not know middle class hidden rules” (1998). Being aware that these hidden rules exist will greatly help a teacher librarian assist students with researching and guiding them through the process of finding information.

*F. Rural/urban*

- Rural school versus urban schools may have a better understanding of how Montana became what it is today. In our rural area, we experience similar surroundings to what existed in our past. Our history is around us. Urban schools and students aren’t able to “see” the country life that Montana’s history possesses. Therefore, an understanding of where these students are is important.

*G. Adaptations (For Students with Learning Disabilities)*

- Students with learning disabilities will have their timeline modified to reduce the number of required events. Depending on the students’ IEP, this assignment will be modified accordingly.

*H. Extensions (For Gifted Students)*

- Gifted students have a wide range of higher level activities they could choose from listed above in #3. Their presentations could be digitally created using:
  - Web 2.0 tools
  - Video/movie in the form of short commercial or movie trailer - this activity would require students to present a written script for approval before filming
  - Kahoot game - creation of Kahoot game for their peers

**21. Works Cited/ Resources:** See next page.

## Resources

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## Appendix A - Directions and Teacher Rubric

### TIMELINE TEST

In this exercise you will be demonstrating your knowledge of local history you have gained from class lecture by relating it in the visual display of a timeline. You will be incorporating local, state, national, and international events along with representative images that will show the relationship of events over the period of 1742 to 1920.

Your timeline must include the following:

- a. 6-8 local events with 4-5 supporting images
- b. 5-6 state events with 2-3 supporting images
- c. 4-5 national events with 2-3 supporting images
- d. 3-4 international events with 1-2 supporting images

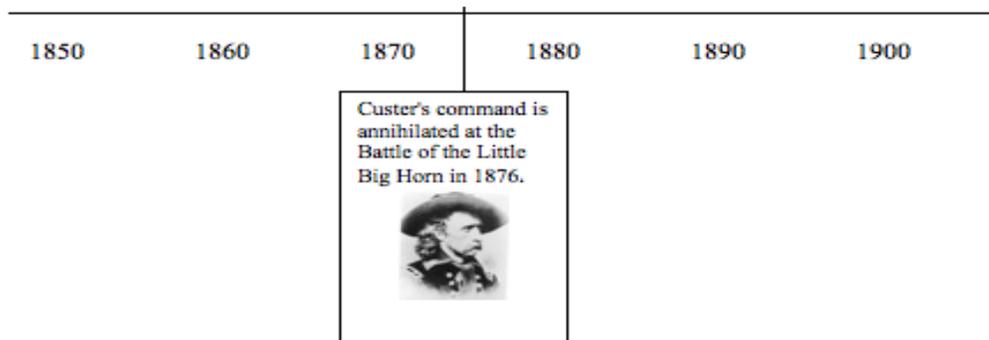
Each event must have a brief description and supporting photographic image for some of the events you have described.

Directions:

1. Using your notes from class lecture, select 6-8 local events that you find to be significant. For state, national, and international events it is recommended that you use EBSCO, Encyclopedia Britannica, or a search engine to find other timelines with significant events. An example of a state timeline can be found at the Montana Historical Society's site:

[http://his.state.mt.us/education/studentguide/edu\\_montana%20timeline.html](http://his.state.mt.us/education/studentguide/edu_montana%20timeline.html)

3. Event should have a brief description. 9-13 images must accompany selected descriptions. I've included this as an example for your review:



Space is at a premium. Be clear in the words you use to describe each event.

4. Images are important in helping define each event. However, it might be a challenge to find actual photographs of each event. You are allowed to use images that are representative of the event. I suggest using the pre-approved image sites at HMS Library Webpage on the Social Studies tab.

The American Memory Collection is a virtual storehouse of images and information that is suitable for this project.

The criteria for grading this assignment are contained in the following rubric:

Montana History Timeline Grading Rubric

	<b>Beginning 1</b>	<b>Developing 2</b>	<b>Accomplished 3</b>	<b>Exemplary 4</b>	<b>Score</b>
<b>Topic: Events</b>	1-2 events for each category	2-3 events for each category	3-4 events for each category	All events complete	/14
<b>Organization: Events</b>	Not organized, events make no sense	Some organization, events jump around, start and end are unclear	Organized, events are somewhat jumpy	Good organization, events are logically ordered, sharp sense of beginning and end	/14
<b>Quality of Information</b>	Unable to find specific details, no appropriate photographic images	Details are somewhat sketchy, 2-3 appropriate photographic images	Some details are non-supporting to the subject, 5-6 appropriate photographic images	Supporting details specific to subject, 9-13 appropriate photographic images	/14
<b>Grammar &amp; Spelling</b>	Frequent grammar and/or spelling errors	More than two errors	Only one or two errors	All grammar and spelling are correct	/14
<b>Interest Level: Events</b>	Needs descriptive words	Vocabulary is constant, details lack "color"	Vocabulary is varied, supporting details need work	Vocabulary varied, supporting details vivid	/14
<b>Neatness</b>	Illegible	Word processed, major challenges in following information, few images supportive of event(s)	Word processed, minor challenges in following information, most images supportive of event(s)	Word processed, no challenges in following information, all images supportive of event(s)	/14
<b>Timeliness</b>				Report handed in on time	/14
				<b>Total</b>	<b>/100</b>

This assignment is due on: \_\_\_\_\_

**Appendix B - Student Self-evaluation Rubric**

Student Name: \_\_\_\_\_

	<b>Superior (5) Learning outcomes go beyond subject and makes links to to other concepts.</b>	<b>Very Good (4) Learning outcomes show full connections made, and synthesis of parts to the overall meaning.</b>	<b>Good (3) Learning outcomes show simple connections but importance not noted.</b>	<b>Satisfactory (2) Learning outcomes show connections are made, but significance to overall meaning is missing.</b>	<b>Poor (1) Learning outcomes show unconnected information, no organization. Task not attacked in appropriate way.</b>
<b>Inquiry Questions</b>	I can ask a question to create and communicate information.	I can ask a question to connect information.	I can ask a question to collect information.	I can ask a simple question.	I need help to ask a question.
<b>Planning the Inquiry</b>	I can locate several different relevant resources from different media and evaluate the validity and reliability of them.  I can make an inquiry timeline with all relevant stages in the right order and explain why the decisions were made and I can adapt and modify my timeline where necessary.	I can locate several different relevant resources from different media.  I can make an inquiry timeline with all relevant stages in the right order and explain why the decisions were made.	I can locate several different resources.  I can make an inquiry timeline with all relevant stages in the right order.	I can locate one resources.  I can make an inquiry timeline.	I need help to find resources.  I need help to make a timeline.
<b>Collect</b>	I can identify clear, relevant, reliable and valid information from a wide range of sources.  I can record information in more than one way and explain why I have chosen these ways and I can justify my decisions.	I can identify information from several sources and link this to my inquiry questions.  I can record information in more than one way and explain why I have chosen these ways.	I can identify relevant information from several sources.  I can record information in more than one way.	I can identify relevant information from one sources.  I can record information in one way.	I need help to identify relevant information.  I need help to record information.
<b>Connect</b>	I am aware of	I am aware of	I am aware of	I can connect my	I need help to do

	several ways to connect my information and I use them fluently.	several ways to connect my information and can choose the most appropriate one for the circumstances.	several ways to connect my information but I need help to know when to use them.	information if I am told what to do.	more than “cut and paste” what I found out.
<b>Create and Communicate</b>	<p>I can look at the connected information in several new ways and explain why I have chosen these ways and justify my decision.</p> <p>I can communicate this in an appropriate way for my audience and explain why I have chosen this way and justify my decision.</p>	<p>I can look at the connected information in several new ways and explain why I have chosen these ways.</p> <p>I can communicate this in an appropriate way for my audience and explain why I have chosen this way.</p>	<p>I can look at the connected information in several new ways.</p> <p>I can share what I found out in several different ways.</p>	<p>I can look at the connected information in a new way.</p> <p>I can share what I found out.</p>	<p>I need help to look at the connected information in a new way.</p> <p>I need help to share what I found out.</p>
<b>Reflection</b>	<p>I can tell you what I am doing and describe it.</p> <p>AND</p> <p>I can tell you whether it is going well or not.</p> <p>AND</p> <p>I can predict what I should do next or what I would do next time.</p>	<p>I can tell you what I am doing and describe it.</p> <p>I can tell you whether it is going well or not.</p>	<p>I can tell you what I am doing and describe it.</p>	<p>I know what I am doing.</p> <p>I can tell what I’m doing.</p>	<p>I need help to know what I’m doing.</p> <p>I need help to know whether it is going well.</p> <p>I need help to know what I should do next.</p>

[http://pamhook.com/mediawiki/images/b/bb/HOT\\_VAUXHALL\\_SELF\\_ASSESSMENT\\_for\\_INQUIRY\\_RUBRIC.pdf](http://pamhook.com/mediawiki/images/b/bb/HOT_VAUXHALL_SELF_ASSESSMENT_for_INQUIRY_RUBRIC.pdf)

## **Self-Evaluation**

- Write 1-3 sentences reflecting on the tasks you felt you were very successful in completing. Explain why you felt you were successful.
  
- Write 1-3 sentences reflecting on the tasks you felt you struggled with completing. Explain why you felt these tasks were so difficult.
  
- What was your favorite part of this project? Why?
  
- What was your least favorite part of this project? Why?