

# TIME TRAVEL



This guide links the *Time Travel* unit to the Texas Essential Knowledge and Skills (TEKS) for eighth graders. *Time Travel* is a social studies/English language arts unit that allows students to explore an historical event through a piece of literature. *Time Travel* also teaches students skills in the other subject areas of mathematics and science. For example, students use graphs and tables and draw conclusions, as included in the Mathematics TEKS, and use critical thinking and problem solving, which are part of the Science TEKS. The following document includes the applicable TEKS and the details of the *Time Travel* unit. The asterisks indicate that those TEKS are testable on the State of Texas Assessments of Academic Readiness (STAAR). The final section of this document presents the applicable Texas College and Career Readiness Standards adopted by the Texas Higher Education Coordinating Board (THECB) on January 24, 2008.

## Description of Unit

Students will investigate in-depth the role a particular character portrayed in an historical novel. After reading the novel, students will use primary and secondary resources to verify the accuracy of the role as portrayed in the fictional account. Examples of roles include, but are not limited to, slaveholder, slave, Revolutionary War soldier, pioneer in the Westward Movement, artist, and politician.

What was it like to live in another time? Students are going to become historical researchers and find out. As they read historical novels, they will discover what it was like to live during the time of the novel. Each student will focus on a particular character in the novel to find out as much as he/she can about what it was like for a person in that role to live during that time period. The student will need to gather data on questions and document feelings, perspectives, and changes that the character encounters during the course of the novel. Each student will also read diaries, letters, and other historical documents from the period. (Adapted from Tomlinson, C.A., Kaplan, S., Renzulli, J. S., Purcell, J.H., Leppien, J.H. & Burns, D.E. (2001). *The parallel curriculum*. Thousand Oaks, CA: Corwin Press.)

### *Time Travel* (Grade 8)

## Phase I. Learning Experiences

1. Opening activity. Prior to reading a selection from an historical novel or short story, assign groups of students different characters to investigate in-depth. Each group will describe the character and his/her role in relation to events of the time. What were the character's attributes? How do you know? How would the person (or people) in that role be likely to impact society at that time or in the future?
2. You may wish to use graphic organizers, such as the following one to help students organize their character analysis. In the left-hand column, the student records events in the life of the character he/she is investigating. Then, in the right hand column, he/she records his/her personal reactions to what is happening to the character.

My character's life	My thoughts and feelings

3. Now share with students primary source documents that show details of the lives of actual persons who lived the roles portrayed in the novel. What are differences and similarities?
4. You may wish to use graphic organizers, such as the one below, to help students organize this comparison.

Source	Information	Relationship to my book	My interpretation and questions

You may wish to have students present their findings in a paper or other format.

Then explain that in this project, each student will have an opportunity to find the answers to his/her own questions about an historical figure or group.

## Phase II. Independent Research

### A. Research process

1. Selecting a novel/historical figure or role. Each student selects an historical novel and an historical figure or role to examine within that novel.
2. Asking guiding questions. To understand the historical importance of a subject, students must ask questions of time and place, cause and effect, change over time, and impact and significance. They must ask when their subject(s) lived and also how the events of the time contributed to the impact the subject(s) had. What factors contributed to their development? How did the subject affect individuals, communities, states, nations, and the world? Each student should think of three to five guiding questions to explore, such as:
  - What political, economic, religious, environmental, or sociocultural perspectives influenced and/or motivated your subject's life or lives?
  - What contributing factors led to the subject's success or demise?
  - How did the subject impact society? What groups or individuals did your subject affect?
  - How did the person or group communicate their perspectives? Who were their primary/secondary audiences?
  - What if the person or group had lived in another time? Would their point of view have changed?
  - What if the person or group had lived in another part of the country or the world? How might they have been different?
  - Has the person or group gained more or less popularity over time?
  - What rights or responsibilities did your subject's work influence? How?
  - How did the times they lived in influence what they did?
  - How did the fictional portrayal of the historical figure or group compare to other primary and secondary source depictions? If different, what can the differences be attributed to?

While these examples are general, the student's questions should be specific to the chosen topic. The questions should lead him/her to form individual research-based opinions. The student should also develop a hypothesis or some possible answers to the questions.

Each student should think of guiding questions about the character that will lead him/her to form research-based opinions. Each student should also develop a hypothesis or some possible answers to the questions.

2. Developing and submitting a research proposal. The student should include numerous components in the research proposal:
  - The novel he/she will read and the historical figure or group he/she will research
  - The five questions he/she will investigate
  - Resources he/she will need to find answers to questions, such as primary and secondary sources, correspondence with experts on the subject, etc.

In the process of writing the research proposal, students may refine their guiding questions.

Here are some questions to guide student identification of resources:

- What libraries, research centers, archival institutions, museums, or organizations will have information on the topic?
  - What are some key words, dates, or people related to the subject?
  - What types of primary sources might exist? Who might you interview to gather information?
  - What letters, diaries, or other first person narratives are available?
  - What manuscripts, songs, hymns, photographs, court proceedings, governmental records, original newspaper articles or cartoons, or oral histories are available?
3. Conducting the research. After the teacher has approved student proposals, each student begins using the resources he/she has identified and others he/she may encounter. During this stage, the student will need to keep a log, note cards, or resource process sheets of all the sources and what he/she has learned from each one.

## B. The product

The student shows what he/she has learned through **one** of the following written products:

1. A formal essay. The student should respond to the following questions, using the primary and secondary resources to support his/her position:
  - After examining your character's actions and motivations, do you support your character's actions, or would you have done things differently? Why or why not?
2. A rewrite of a chapter or portion of the novel. The student should choose a section of the novel that, based on his/her research, she/he feels is inconsistent with information learned from primary source documents. The student should rewrite the section so that the fictional portrayal is more historically accurate.

Whatever product is chosen, the student must complete a Reference List/Works Cited Page that includes at least ten references.

## C. Communication

Talk Show. The student will assume the persona of the historical character or role investigated on a radio or television interview. Another student plays the role of the interviewer (e.g., Oprah). The interviewer questions the historical character as though on a contemporary talk show. The student being interviewed provides the interviewer with questions he/she has developed about the historical character. Audiotape or videotape the interview. The audience should ask questions, too. The entire presentation should last no more than fifteen minutes.

## D. Submission

- a. The cover sheet
- b. A research proposal, including guiding questions
- c. A research log, notes, or resources process sheets
- d. The product, including a Works Cited Page with at least ten references
- e. Notes for the book talk/interview
- f. A videotape or audiotape of the book talk/interview, including the Q&A session

## Resources

A sample of sites for obtaining primary sources:

<http://www.archives.gov/>

<http://www.loc.gov/>

<http://www.library.yale.edu/instruction/primsources.html>

<http://www.ibiblio.org/pha/>

<http://www.eduplace.com/ss/hmss/primary.html>

<http://library.louisville.edu/art/primary.htm>

[http://edsitement.neh.gov/view\\_lesson\\_plan.asp?id=323](http://edsitement.neh.gov/view_lesson_plan.asp?id=323)

## Texas Essential Knowledge and Skills

The unit may address the following TEKS:

### English Language Arts and Reading:

- |      |  |
|------|--|
| 8.1  | Reads grade-level text with fluency and comprehension  |
| 8.2  | Understands new vocabulary and uses it when reading and writing* (Testable on the Grade 8 Reading STAAR, Reporting Category 1)   |
| 8.3  | Analyzes, makes inferences, and draws conclusions about theme and genre in different cultural, historical, and contemporary contexts and provides evidence from the text to support their understanding* (Testable on the Grade 8 Reading STAAR, Reporting Category 1, Reporting Category 2) |
| 8.7  | Understands, makes inferences, and draws conclusions about the varied structural patterns and features of literary nonfiction and provides evidence from text to support their understanding* (Testable on the Grade 8 Reading STAAR, Reporting Category 2)                                  |
| 8.9  | Analyzes, makes inferences, and draws conclusions about the author's purpose in cultural, historical, and contemporary contexts and provides evidence from the text to support their understanding* (Testable on the Grade 8 Reading STAAR, Reporting Category 1)                            |
| 8.10 | Analyzes, makes inferences, and draws conclusions about expository text and provide evidence from text to support their understanding* (Testable on the Grade 8 Reading STAAR, Reporting Category 3)   |
| 8.13 | Uses comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning* (Testable on the Grade 8 Reading STAAR, Reporting Category 2, Reporting Category 3)   |
| 8.14 | Uses elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text   |
| 8.19 | Understands the function of and uses the conventions of academic language when speaking and writing  |
| 8.20 | Writes legibly and use appropriate capitalization and punctuation conventions in their compositions  |

### Time Travel (Grade 8)

- 8.21 Spells correctly
- 8.22 Asks open-ended research questions and develops a plan for answering them
- 8.23 Determines, locates, and explores the full range of relevant sources addressing a research question and systematically record the information they gather
- 8.26 Uses comprehension skills to listen attentively to others in formal and informal settings
- 8.27 Speaks clearly and to the point, using the conventions of language

### Mathematics:

- 8.1 Uses mathematical processes to acquire and demonstrate mathematical understanding
- 8.2 Applies mathematical process standards to represent and use real numbers in a variety of forms
- 8.11 Applies mathematical process standards to use statistical procedures to describe data

### Science:

- 8.2 Uses scientific inquiry methods during laboratory and field investigations\* (Testable on the Grade 8 Science STAAR)
- 8.3 Uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists\* (Testable on the Grade 8 Science STAAR)

### Social Studies:

- 8.1 Understands traditional historical points of reference in U.S. history through 1877\* (Testable on the Grade 8 Social Studies STAAR, Reporting Category 1)
- 8.6 Understands westward expansion and its effects on the political, economic, and social development of the nation\* (Testable on the Grade 8 Social Studies STAAR, Reporting Category 1)
- 8.7 Understands how political, economic, and social factors led to the growth of sectionalism and the Civil War\* (Testable on the Grade 8 Social Studies STAAR, Reporting Category 1)
- 8.9 Understands the effects of Reconstruction on the political, economic, and social life of the nation\* (Testable on the Grade 8 Social Studies STAAR, Reporting Category 1)
- 8.10 Understands the location and characteristics of places and regions of the United States, past and present\* (Testable on the Grade 8 Social Studies STAAR, Reporting Category 2)
- 8.11 Understands the physical characteristics of North America and how humans adapted to and modified the environment through the mid-19th century\* (Testable on the Grade 8 Social Studies STAAR, Reporting Category 2)
- 8.12 Understands why various sections of the United States developed different patterns of economic activity\* (Testable on the Grade 8 Social Studies STAAR, Reporting Category 4)
- 8.15 Understands the American beliefs and principles reflected in the Declaration of Independence, the U.S. Constitution, and other important historic documents\* (Testable on the Grade 8 Social Studies STAAR, Reporting Category 3)
- 8.17 Understands the dynamic nature of the powers of the national government and state governments in a federal system\* (Testable on the Grade 8 Social Studies STAAR, Reporting Category 3)

### Time Travel (Grade 8)

- 8.21 Understands the importance of the expression of different points of view in a constitutional republic\* (Testable on the Grade 8 Social Studies STAAR, Reporting Category 3, Reporting Category 3)
- 8.23 Understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries\* (Testable on the Grade 8 Social Studies STAAR, Reporting Category 2)
- 8.24 Understands the major reform movements of the 19th century\* (Testable on the Grade 8 Social Studies STAAR, Reporting Category 2)
- 8.26 Understands the relationship between the arts and the times during which they were created\* (Testable on the Grade 8 Social Studies STAAR, Reporting Category 2)
- 8.27 Understands the impact of science and technology on the economic development of the United States\* (Testable on the Grade 8 Social Studies STAAR, Reporting Category 4)
- 8.28 Understands the impact of scientific discoveries and technological innovations on daily life in the United States\* (Testable on the Grade 8 Social Studies STAAR, Reporting Category 4)
- 8.29 Applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology\* (Testable on the Grade 8 Social Studies STAAR)
- 8.30 Communicates in written, oral, and visual forms\* (Testable on the Grade 8 Social Studies STAAR,)
- 8.31 Uses problem-solving and decision-making skills, working independently and with others, in a variety of settings

\*\*Other TEKS may apply based on the period of history selected.

## Texas College and Career Readiness Standards

This unit may address the following Texas College and Career Readiness Standards:

### English Language Arts:

- I.A.1 Determines effective approaches, forms, and rhetorical techniques that demonstrate understanding of the writer's purpose and audience
- I.A.2 Generates ideas and gathers information relevant to the topic and purpose, keeping careful records of outside sources
- I.A.3 Evaluates relevance, quality, sufficiency, and depth of preliminary ideas and information, organizes material generated, and formulates thesis
- I.A.4 Recognizes the importance of revision as the key to effective writing
- I.A.5 Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate
- II.A.1 Uses effective reading strategies to determine a written work's purpose and intended audience

### Time Travel (Grade 8)

- II.A.2 Uses text features and graphics to form an overview of informational texts and to determine where to locate information
- II.A.3 Identifies explicit and implicit textual information, including main ideas and author’s purpose
- II.A.4 Draws and supports complex inferences from text to summarize, draw conclusions, and distinguish facts from simple assertions and opinions
- II.A.5 Analyzes the presentation of information and the strength and quality of evidence used by the author and judge the coherence and logic of the presentation and the credibility of an argument
- II.A.6 Analyzes imagery in literary texts
- II.A.7 Evaluates the use of both literal and figurative language to inform and shape the percepts of readers
- II.A.8 Compares and analyzes how generic features are used across texts
- II.A.9 Identifies and analyzes the audience, purpose, and message of an informational or persuasive text
- II.A.10 Identifies and analyzes how an author's use of language appeals to the senses, creates imagery, and suggests mood
- II.A.11 Identifies, analyzes, and evaluates similarities and differences in how multiple texts present information, argue a position, or relate a theme
- II.B.1 Identifies new words and concepts acquired through study of their relationships to other words and concepts
- II.B.2 Applies knowledge of roots and affixes to infer the meanings of new words
- II.B.3 Uses reference guides to confirm the meanings of new words or concepts
- II.C.2 Analyzes themes, structures, and elements of myths, traditional narratives, and classical and contemporary literature
- II.C.3 Analyzes works of literature for what they suggest about the historical period and cultural contexts in which they were written
- II.C.4 Analyzes and compares the use of language in literary works from a variety of world cultures
- II.D.1 Describes insights gained about oneself, others, or the world from reading specific texts
- II.D.2 Analyzes the influence of myths, folktales, fables, and classical literature from a variety of world cultures on later literature and film
- III.A.1 Understands how style and content of spoken language varies in different contexts and influences the listener’s understanding
- III.A.2 Adjusts presentation (delivery, vocabulary, length) to particular audiences and purposes
- III.B.1 Participates actively and effectively in one-on-one oral communication situations
- III.B.2 Participates actively and effectively in group discussions
- III.B.3 Plans and delivers focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning
- IV.A.1 Analyzes and evaluates the effectiveness of a public presentation
- IV.A.2 Interprets a speaker’s message; identifies the position taken and the evidence in support of that position



- IV.A.3 Uses a variety of strategies to enhance listening comprehension
- IV.B.1 Listens critically and responds appropriately to presentations
- IV.B.2 Listens actively and effectively in one-on-one communication situations
- IV.B.3 Listens actively and effectively in group discussions
- V.A.1 Formulates research questions
- V.A.2 Explores a research topic
- V.A.3 Refines research topic and devise a timeline for completing work
- V.B.1 Gathers relevant sources
- V.B.2 Evaluates the validity and reliability of sources
- V.B.3 Synthesizes and organizes information effectively
- V.B.4 Uses source material ethically
- V.C.1 Designs and presents an effective product

### Mathematics:

- I.C.1 Uses estimation to check for errors and reasonableness to solutions
- IV.D.2 Applies probabilistic measures to practical situations to make an informed decision
- VI.A.1 Plans a study
- VI.B.1 Determines types of data
- VI.B.2 Selects and applies appropriate visual representations of data
- VI.B.3 Computes and describes summary statistics of data
- VI.B.4 Describes patterns and departure from patterns in a set of data
- VI.C.1 Makes predictions and draws inferences using summary statistics
- VI.C.2 Analyzes data sets, using graphs and summary statistics
- VI.C.4 Recognizes reliability of statistical results
- VIII.A.1 Analyzes given information
- VIII.A.2 Formulates a plan or strategy
- VIII.B.1 Develops and evaluates convincing arguments
- VIII.B.2 Uses various types of reasoning

### Science:

- I.A.1 Utilizes skepticism, logic, and professional ethics in science
- I.C.1 Collaborates on joint projects
- III.C.1 Prepares and represents scientific/technical information in appropriate formats for various audiences
- III.D.1 Uses search engines, databases, and other digital electronic tools effectively to locate information
- III.D.2 Evaluates quality, accuracy, completeness, reliability, and currency of information from any source
- V.C.1 Recognizes patterns of change
- V.E.1 Uses models to make predictions

**Social Studies:**

- I.A.2 Analyzes the interaction between human communities and the environment
- I.A.3 Analyzes how physical and cultural processes have shaped human communities over time
- I.A.5 Analyzes how various cultural regions have changed over time
- I.A.6 Analyzes the relationship between geography and the development of human communities
- I.B.2 Identifies and evaluates sources and patterns of change and continuity across time and place
- I.B.3 Analyzes causes and effects of major political, economic, and social changes in U.S. and world history
- I.C.1 Evaluates different governmental systems and functions
- I.C.2 Evaluates changes in the functions and structures of government across time
- I.E.1 Identifies different social groups and examines how they form and how and why they sustain themselves
- I.E.2 Defines the concept of socialization and analyzes the role socialization plays in human development and behavior
- I.E.3 Analyzes how social institutions function and meet the needs of society
- I.E.4 Identifies and evaluates the sources and consequences of social conflict
- I.F.1 Uses a variety of research and analytical tools to explore questions or issues thoroughly and fairly
- I.F.2 Analyzes ethical issues in historical, cultural, and social contexts
- II.B.1 Explains and evaluates the concepts of race, ethnicity, and nationalism
- II.B.2 Explains and evaluates the concept of gender
- II.B.3 Analyzes diverse religious concepts, structures, and institutions around the world
- II.B.4 Evaluates how major philosophical and intellectual concepts influence human behavior or identity
- II.B.5 Explains the concepts of socioeconomic status and stratification
- II.B.6 Analyzes how individual and group identities are established and change over time
- III.A.1 Distinguishes spatial patterns of human communities that exist between or within contemporary political boundaries
- III.A.2 Connects regional or local developments to global ones
- III.A.3 Analyzes how and why diverse communities interact and become dependent on each other
- III.B.1 Applies social science methodologies to compare societies and cultures
- IV.A.1 Identifies and analyzes the main idea(s) and point(s) of view in sources
- IV.A.2 Situates an informational source in its appropriate contexts
- IV.A.3 Evaluates sources from multiple perspectives
- IV.A.4 Understands the differences between a primary and secondary source and use each appropriately to conduct research and construct arguments
- IV.A.5 Reads narrative texts critically
- IV.A.6 Reads research data critically
- IV.B.1 Uses established research methodologies

- IV.B.2 Explains how historians and other social scientists develop new and competing views of past phenomena
- IV.B.3 Gathers, organizes, and displays the results of data and research
- IV.B.4 Identifies and collects sources
- IV.C.1 Understands/interprets presentations critically
- IV.D.1 Constructs a thesis that is supported by evidence
- IV.D.2 Recognizes and evaluates counter-arguments
- V.A.1 Uses appropriate oral communication techniques, depending on the context or nature of the interaction
- V.A.2 Uses conventions of standard written English
- V.B.1 Attributes ideas and information to source materials and authors

### Cross-Disciplinary Standards:

- I.A.1 Engages in scholarly inquiry and dialogue
- I.A.2 Accepts constructive criticism and revises personal views when valid evidence warrants
- I.B.1 Considers arguments and conclusions of self and others
- I.B.2 Constructs well-reasoned arguments to explain phenomena, validate conjectures, or support positions
- I.B.3 Gathers evidence to support arguments, findings, or lines of reasoning
- I.B.4 Supports or modifies claims based on the results of an inquiry
- I.D.1 Self-monitors learning needs and seeks assistance when needed
- I.D.2 Uses study habits necessary to manage academic pursuits and requirements
- I.D.3 Strives for accuracy and precision
- I.D.4 Perseveres to complete and master tasks
- I.E.1 Works independently
- I.E.2 Works collaboratively
- I.F.1 Attributes ideas and information to source materials and people
- I.F.2 Evaluates sources for quality of content, validity, credibility, and relevance
- I.F.3 Includes the ideas of others and the complexities of the debate, issue, or problem
- I.F.4 Understands and adheres to ethical codes of conduct
- II.A.1 Uses effective prereading strategies
- II.A.2 Uses a variety of strategies to understand the meanings of new words
- II.A.3 Identifies the intended purpose and audience of the text
- II.A.4 Identifies the key information and supporting details
- II.A.5 Analyzes textual information critically
- II.A.6 Annotates, summarizes, paraphrases, and outlines texts when appropriate
- II.A.7 Adapts reading strategies according to structure of texts
- II.A.8 Connects reading to historical and current events and personal interest
- II.B.1 Writes clearly and coherently, using standard writing conventions

- II.B.2 Writes in a variety of forms for various audiences and purposes
- II.B.3 Composes and revise drafts
- II.C.1 Understands which topics or questions are to be investigated
- II.C.2 Explores a research topic
- II.C.3 Refines research topic based on preliminary research and devise a timeline for completing work
- II.C.4 Evaluates the validity and reliability of sources
- II.C.5 Synthesizes and organizes information effectively
- II.C.6 Designs and presents an effective product
- II.C.7 Integrates source material
- II.C.8 Presents final product
- II.D.1 Identifies patterns or departures from patterns among data
- II.D.2 Uses statistical and probabilistic skills necessary for planning an investigation and collecting, analyzing, and interpreting data
- II.D.3 Presents analyzed data and communicate findings in a variety of formats
- II.E.1 Uses technology to gather information
- II.E.2 Uses technology to organize, manage, and analyze information
- II.E.3 Uses technology to communicate and display findings in a clear and coherent manner
- II.E.4 Uses technology appropriately

## COVER SHEET

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

District: \_\_\_\_\_ School: \_\_\_\_\_

Project I.D. Number: \_\_\_\_\_ Topic: *Time Travel*Items submitted:

\_\_\_\_\_ Cover sheet

Research process:

\_\_\_\_\_ Research proposal

\_\_\_\_\_ Research evidence (log, note cards, or resource process sheets)

Product:\_\_\_\_\_ Product, including ten references (select **one** of the following)

\_\_\_\_\_ Essay

\_\_\_\_\_ Rewrite of chapter or part of novel

Communication:

\_\_\_\_\_ Videotape or audiotape of talk show, including the Q&amp;A session

**For the Student:**

I certify that all work submitted is totally my work and that I have credited others for their contributions.

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_**For the Teacher:**

I certify that all the work submitted is totally that of this student.

**Teacher Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_