

# Teq Lesson Plan Activity

**Lesson Title:** Interactive Biographies with Google My Maps

**Time Needed:** 120-160 minutes

**Essential Question(s):** How do historians and individuals choose what to focus on when constructing the legacy for another person and for themselves?

**Objective:** Students will be able to analyze a famous figure or historical figure and create a comprehensive map that highlights the most important moments in the person's life or of that time period.

**Standards:** New York State Next Generation Learning Standards for Literacy in History/Social Studies, Science, and Technical Subjects Literacy 6-12 Anchor Standards of Writing

- STANDARD 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- STANDARD 7: Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Materials:**

- Internet connected device for any student or group of students
- Access to reliable historical resources

**Do-Now:** Class will read a eulogy of a famous figure, or watch a short video documentary on a person, and break down what kind of information is included when summarizing a person's life. The teacher will write these possible pieces of information on the board.

**Lesson:** As mentioned above, I find this is most useful when students are analyzing a time period or a period when there were many important people. For example, this would be great for students learning about the Pacific Front in World War II, westward expansion in the mid to late 1800s, or during the Civil Rights Era during which multiple different people and groups were fighting for a variety of causes. The flow of the activity would be as follows:

- Class will be introduced to their topic
- I would generally recommend having the groups cover a variety of topics, so that they can present at the end
- The teacher will show the [model](#) and review expectations with the class

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- The class will spend time gathering and analyzing reliable sources for their topic
- The students will work collaboratively to select the 6-10 (depending on teacher expectations) events that they believe to be the most critical to understanding their topic.
- Either individually or as a group, the students will write a short paper on their topic, using the map as their outline. Their thesis should revolve around what they believe the most formative event that impacted their topic was and why.

## **Closure:**

- Each group will present their presentations to the class. Observers will use a graphic organizer to demonstrate that they stayed on task during the presentations.
  - Alternatively, all of the timelines could be shared to a single Google Doc, and students could complete a “virtual gallery walk” of each other’s work. They would then fill out the aforementioned graphic organizer.

**Extension:** A teacher could have a culminating activity for the year in which students highlight what they think are the most important events of everything they studied and why.