

L'Anse Creuse Middle School South  
Social Studies  
Margaret Schuch  
ACADEMIC SERVICE-LEARNING  
Living History Timeline

**Benchmarks:**

*Content Standard 1: All students will sequence chronologically the following eras of American history and key events within these eras in order to examine relationships and to explain cause and effect...Civil War and Reconstruction.*

- 1. Construct and interpret timelines of people and events from the history of Michigan and the United States through the era of Reconstruction and the history of other regions of the world.*
- 2. Describe major factors that characterize the following eras in United States history: Civil War and Reconstruction.*

*Content Standard 2: All students will understand narratives about major eras of American and world history by identifying the people involved, describing the setting, and sequencing the events.*

- 1. Use narratives and graphic data to describe the settings of significant events that shaped the development of Michigan as a state and the United States as a nation during the eras prior to Reconstruction.*
- 2. Identify and explain how individuals in history demonstrated good character and personal virtue.*
- 3. Select conditions in various parts of the world and describe how they have been shaped by events from the past.*

*Content Standard 3: All students will reconstruct the past by comparing interpretations written by others from a variety of perspectives and creating narratives from evidence.*

- 1. Use primary and secondary records to analyze significant events that shaped the development of Michigan as a state and the United States as a nation prior to the end of the era of Reconstruction.*
- 3. Show that historical knowledge is tentative and subject to change by describing interpretations of the past that have been revised when new information was uncovered.*
- 4. Compose narratives of events from the history of Michigan and of the United States prior to the era of Reconstruction.*

*Content Standard 4: All students will evaluate key decisions made at critical turning points in history by assessing their implications and long-term consequences.*

- 3. Identify the responses of individuals to historic violations of human dignity involving discrimination, persecution and crimes against humanity.*
- 4. Select historic decisions and evaluate them in light of core democratic values and resulting costs and benefits as viewed from a variety of perspectives.*

**STUDENT GOALS:**

This activity directly ties in with the Social Studies curriculum on historical and civic perspectives. Students need to develop a better understanding of how key decisions made at critical points in our country's history have influenced who and what we are as a country today. The students will construct and interpret an historical timeline. They will also learn to identify and evaluate major decisions in the history of our country and how historical characters have influenced those decisions.

#### PREPARATION:

The students will go through an extensive authentic research project with the librarian and the computer coordinator. They will be assigned a historical person and then will do all their research and documentation in class with all three teachers assisting them in the process. The students will then develop historical skits that will be performed for the social studies classes.

#### SERVICE:

The 8<sup>th</sup> grade social studies students will role-play and act out short historical skits that will help them develop a greater perspective and knowledge of significant historical events and ideas. Selected students will be participating in these activities. They will be dressed in period costumes and will perform historical skits that will be teleconferenced to our feeder schools: Yacks and Tenniswood Elementary schools.

#### REFLECTION:

The students will be involved in an ongoing reflection. The celebration takes place as the students teleconference their skits and take pride in their accomplishments. They will also participate in a follow up class discussion reflecting on the development process and how the skits might be improved in the future.