A Yellow Brick Timeline
(Created for middle school students)

Abstract
Students will use the concept of the yellow brick road from The Wizard of Oz to create a yellow brick timeline for a figure from history during the period of study. (This lesson can be used during multiple periods in history.)

Classroom set-up
This lesson will not require any special classroom organization. However, it is important that students are all able to see the white board for teacher-led instruction.

Resources
1. Computer lab time
2. Library time
3. Markers / colored pencils / crayons etc.
4. Yellow or gold colored construction paper (possibly other colors as well)
5. Scissors, rubber cement / glue / glue stick etc.

Objectives
1. Examine, research and organize information on a historical figure
2. Select pertinent information from research
3. Tabulate important dates into a timeline format
4. Create a visually stimulating and informational timeline

Procedures
1. Day one:
   a. Anticipatory Set
      i. As a whole class, students will help the teacher generalize important events from a person’s life on the board into a large timeline. The timeline should be general enough for both males and females and lead up to the time of life the students are currently at.
      ii. Possible things to include could be: birth, baptism, birth of siblings, first day of school, bar mitzvah, other religious ceremonies, injuries, anniversaries or other important events
   b. Transition into Activity
      i. Start a discussion with the class about Dorothy and her friends traveling the yellow brick road and creating a timeline for their adventures while in Oz. Possibly list some important events
      ii. Incorporate how timelines can be used for specific adventures (Oz, or a vacation) or the entire life of an individual (the example on the board).
   c. Activity
      i. Hand out the instruction sheet detailing the project they will be starting.
ii. Each pair of students will be creating a timeline for a specific historical figure from the period of history the class is studying.

iii. Each timeline will resemble the yellow brick road, and include at least 15 notable events from that person’s life, not including birth or death (total 17 events).

iv. The rest of the class period will be spent choosing partners, historical figures, and searching through classroom resources (social studies textbook, other classroom books) for dates and information for the timeline.

2. **Day two:**
   a. **Library Day**
      i. Answer questions before spending time in the library researching historical figures.
      ii. Remind students of appropriate library behavior.
      iii. Remind students to write down their sources for the work-cited page.

3. **Day three:**
   a. **Computer Lab Day**
      i. Remind students of appropriate computer lab behavior and internet usage policies, etc
      ii. Students should be using this time to finish any research they have, finding a picture of their figure or typing their information for their yellow brick timeline.

4. **Day four:**
   a. **Work day**
      i. Today will be used to create the yellow brick timeline finished product.
      ii. Students should have all of their information gathered and be able to put it all onto their yellow brick timeline.
      iii. Timelines are due at the beginning of class on the following day. If students have finished before the end of this class hour, they may turn them in, and work on either missing work for social studies, or other work.

5. **Extension one**
   a. Students will post their yellow brick timelines around the classroom for others to view and inspect. This will allow the entire class to view the finished products of all the students. Possibilities in this extension include having students fill out a matrix (of important details) on the figures represented for this period. Another possibility would include a discussion on what makes a project high quality and then having a vote on which they feel is the most high quality (the winner of course receiving a prize for their extra efforts—candy or some other positive reinforcement).

6. **Extension two**
   a. Students will present their yellow brick timelines to the class. The presentation goal would be to inform the class of important
accomplishments or happenings of their figures life. Possibilities for this extension could include presenting their timelines as is or creating a unique presentation of the figure’s life (in example: an interview).

7. **Extension 3 (extra credit)**
   a. Students would be in charge of writing a story about the historical figure’s life based on the yellow brick timelines created. A possible variation would be whether students wrote about the figure they researched, or chose a different figure to write about.

8. **Extension 4 (extra credit)**
   a. To begin to implement a lesson on character education, a possibility would be to connect this assignment to one about someone in the students own lives. For example, a family member, a community (or personal) hero that they could interview and create a yellow brick timeline based on their life.

**Assessment**
Students will be assessed on the following:
1. Ability to work in different settings (computer lab, library, classroom) without being off-task
2. Quality of work
3. Accuracy of information
A Yellow Brick Timeline

Lions and Tigers and Bears, OH MY!

There are important events that shape each and every one of our lives. These events create our character and influence the people we are and become. This assignment gives you (and a partner) the opportunity to look into the life of a historical figure from the period we are studying and determine what major events have shaped their lives.

What you need to know:
2 days will be spent researching
1 day is available to create your yellow brick timeline
Any other time needed will have to be spent outside of class

Requirements:
Must resemble the yellow brick road in some regard
Birth and death dates are required
15 other important events are required
At least 4 pictures
The majority of the project must be in color

Grading:

Research days
5 points/day
Actively researching, on task in computer lab, library & classroom
NOT talking with other classmates, checking email, etc

Quality
Resemblance to the yellow brick road
Visually appealing
Organization, correct spelling/grammar, etc

Information
Accuracy of information
Birth and death dates
Pertinent information chosen for historical figure

Total Score: __________/50

*NOTE: Each person will be graded individually on the research days. The group will be graded together on the rest. Therefore, the final grade will comprise an average of the research scores combined with the quality and information grades.
We’re off to do some giving, some wonderful giving to others
(Created for middle school students)

Abstract
This lesson will develop children's awareness of giving to others with nothing expected in return.

Classroom set-up
This lesson will not require any special classroom organization. However, it is important that students are all able to see the white board for teacher-led instruction.

Resources:
1. T.V.
2. VCR
3. Movie: Wizard of Oz
4. White board or Overhead

Objectives:
1. Describe the benefits of giving to others

Procedures:
1. Anticipatory Set
   a. Show a video clip of the Wizard of Oz. Pre-set the movie to the place where the tin man, the scarecrow and the lion are trying to sneak into the Wicked Witch's castle to free Dorothy.
   b. Ask the students why the three characters were risking their lives to go into the castle. (They were trying to save the life of a dear friend. They were trying to help Dorothy.) ·
   c. Identify times students have given / received philanthropy. How did those you helped feel? How did you feel?
      i. Write answers on the white board or overhead

2. Activity
   a. Brainstorm ways that people help others and why doing so helps them.
      i. Examples:
         1. Read to someone (feel loved, strengthen your and their reading skills)
         2. Mow someone’s lawn (save them time)
         3. Give someone a ride (help them in need, save time, gas, etc)
         4. Make someone dinner (save time, companionship, etc)
   b. Think-pair-share
      i. Students should think of other things not listed during the class discussion that they could help a family member, friend or community member. They should list these in their notebooks.
      ii. After 5 minutes, they should pair up with others in the class, share their answers and combine their lists.
iii. The class would then do a round-robin activity adding more to the classroom list.

**c. Discussion**

i. Have students create a list of philanthropic acts (a vocabulary word they should be familiar with before beginning this activity) they could do for the school as a whole

   1. Example: adopt a younger class of social studies students to tutor

**d. Closing:**

i. After decisions have been made about how to implement their acts of philanthropy, connect ideas to historical period of study. Discuss notable philanthropists (example, Ted Turner).

3. **Extension one**

   a. Implement philanthropic acts around the school or community. This should allow students to be in charge of giving, while allowing them to recognize its importance today, and throughout history.

4. **Extension two**

   a. Have students write an essay about why giving is important, this should include an illustration of an act of giving, as well as discussion on the benefits for all.

**Assessment:**

Students will be assessed on the following:

1. Creation of lists for charitable giving
2. Implementation of philanthropic giving (use of extensions)
We’re Off to See the Wizard  
(Created for middle school students)

Abstract  
In this lesson, students will use maps and atlases to calculate the distances between their house (or the school) and landmarks in the local area, regional area and in the nation.

Classroom set-up  
This lesson will not require any special classroom organization. However, it is important that students are all able to see the white board for teacher-led instruction.

Resources:  
1. A set of maps or atlases for each student

Objectives  
1. Examine maps  
2. Determine accurate distances between two locations on a map  
3. Collect accurate data

Procedures  
1. Anticipatory set  
   a. Ask students the farthest they have ever traveled (in the United States, and possibly abroad).  
   b. Tell students about either trip to Europe or the Caribbean cruise—distance, difficulty to communicate home, etc.  
   c. Compare this to the places that Dorothy had to travel in her journey, and how communication home was difficult for her as well.

2. Transition to activity  
   a. Have students estimate the distance between the school and other locations within town, example the police station, city hall, or other notable locations.

3. Activity  
   a. Distribute atlases or maps to each student.  
   b. Show students a list of locations on either the white board or the overhead of different places they need to calculate the distance between (school or home).  
   c. As a class, do the first location.  
      i. Locations to possibly include:  
         1. Police station  
         2. City Hall  
         3. Grocery Store  
         4. A different school in the district  
         5. City Park  
         6. State Capital  
         7. State Landmarks (ex, MN: MOA, Downtown MPLS/St. Paul)
8. National Parks (ex. Yellowstone, Grand Canyon, etc)
9. National Capital
10. Statue of Liberty

4. Extension one
   a. Have students generate reasons about the locations. Why are they placed where they are? What are the advantages and disadvantages? What are possible things that city planners need to take into consideration when planning a new city? With the lists generated from this activity, students could begin to plan a new city.

5. Extension two
   a. In Dorothy’s dream of being in the Land of Oz, she was transported into a completely new land, full of adventures. Looking at the maps/atlases choose a place you would like to go on an adventure and find the distance between the two places. (Possibly, find more than one spot for an adventure and find the distances between each location and home).

Assessment
Students will be assessed on the following:
   1. Accuracy of measurements between home (or school) and chosen locations
The Many Lands of Oz
(Created for middle schools students)

Abstract
In this lesson, students will be creating a map of Oz, applying mapping skills learned in geography.

Classroom set-up
This lesson is best suited for students to be sitting in cooperative groups (preferably in groups of four). Each group should be faced so they can see the front board/overhead for teacher instruction.

Resources:
1. Notes from viewing of the Wizard of Oz on different topographical features of Oz
2. Colored pencils
3. Graph paper
4. White construction paper

Objectives
1. Identify and describe different topographical landforms in the Wizard of Oz
2. Organize cities, and land forms in Wizard of Oz into a map
3. Create a finished product (map) of the Wizard of Oz, including necessary map information and key landmarks

Procedures
1. Anticipatory Set
   a. Review with students what is included on a map
      i. Colors, title, legend, compass rose, etc.
   b. Generate the list on either the overhead or the whiteboard for a reference for students
2. Transition into activity
   a. Introduce students to the activity of mapping out Oz
   b. Have students get their notes on land forms in Oz (either from their notes, or passed out from you)
3. Activity
   a. With their table groups, have students begin to plan the Land of Oz from their notes onto graph paper.
   b. Once groups have created a rough draft for their map, they should have them checked by teacher
   c. They should then begin to transfer their map from the graph paper to the final copy (white construction paper)
*NOTE* this activity may take a couple of days to complete.
4. Extension one
   a. Students could use their maps of Oz to compare them to a local map. They could compare and contrast landforms, city sizes, shapes, etc. This
could also branch into mapping of the local community, neighborhoods, etc.

5. **Extension two**
   - a. Students could create game boards out of the maps they have created, including rules, game pieces, etc. The groups could then exchange games and play each other’s games.

6. **Extension three (extra credit)**
   - a. Students could choose to watch another movie where the characters travel on a journey and complete the same assignment creating a map for the story.

**Assessment**

Students will be assessed on the following:

1. Ability to work together in cooperative groups
2. Inclusion of all important parts of a map
3. Use of color and organization on their map
There’s No Place Like Home  
(Created for middle school students)

Abstract  
Based on Dorothy’s statement “There’s no place like home”, students will take time to interview their family members, or other people connected with their family to determine where their family came from and what forced them to immigrate to America.

Classroom set-up  
This lesson will not require any special classroom organization. However, it is important that students are all able to see the white board for teacher-led instruction.

Resources  
1. Overhead projector  
2. Sample interview questions  
3. Previously created projects

Objectives  
1. Create or strengthen a connection with an elder member of the student’s family  
2. Edit, organize and create interview questions  
3. Interview a member of their family  
4. Summarize information gathered to create a creative writing assignment

Procedures  
1. Day one  
   a. Anticipatory Set  
      i. An informal survey will be done of the class to see how many students have grandparents and great-grandparents still living.  
      ii. After survey is done, teacher will offer an anecdotal story of an interview she did of her great-grandpa, “papa” while in middle school. She will tell about living during the depression, Oma being born in 1930, the beginning of the depression, how he played on the farm leagues for the MN Twins (his favorite baseball team until death) and about selling the diamond in Bengie’s engagement ring for money…
   
   b. Transition into Activity  
      i. Tell students they will be interviewing a family member, or another member of their family (variations can be made here for individual circumstances if necessary).  
      ii. They will be creating the story of their family from the perspective of the interviewee.  
      iii. Take time to show the students an example (or more than one) from previous classes.

   c. Activity  
      i. Time in class will be spent creating a list on the overhead of what makes good questions, the types of questions that should be asked,
and specific questions that could be used. (students should write this down)

ii. The rest of the hour should be spent creating the questions for the person they would like to interview.

iii. Hand out assignment sheet for the final project

* NOTE: Since scheduling an interview and the actual interview process may take time (based on locations and ability to contact their subject). The actual period between day one and day two will vary. I will continue to label the days one, two, three, etc for continuity. Day two will be the next day the project will be worked on in class.

2. **Day two**
   
   a. **Anticipatory set**
      
      i. Teacher will conduct a short interview of random students.
      
      ii. Questions will vary, examples: What will you be doing this weekend (or what did you do this weekend); Do you have any siblings—what was the last activity you did with them; What are you most proud of; What do you remember most about your childhood… etc.

   b. **Transition into activity**
      
      i. Inform students that they will be putting their interview questions into the final form for the couple of days.

   c. **Activity**
      
      i. Students should have their interview questions and answers with them.
      
      ii. Students will use the rest of the class hour to create projects based on the interview questions they have collected.

3. **Day three**
   
   a. Students will also have this time in class to finish creating their projects
   
   b. They will be due the following day

4. **Extension one**
   
   a. Teacher could bring in a speaker (a family member or another member of the community) who could speak on where their family came from, why and important things that they have lived through in their lifetime. This would give students access to the knowledge of the elderly (which they may be lacking), as well as give the opportunity for them to listen to a speaker who has lived through things they have only read about.

5. **Extension two**
   
   a. As an entire class, the students could compile their information to create a book. The book would include all the information about where the student’s families came from. This would tie into a cultural diversity lesson on differences inherent in everyone that are not noticeable by the color of our skin.

**Assessment**

Students will be assessed on the following:

1. Interview questions (completion, handwritten responses)
2. Creation of a unique story based on a unique family history
3. Appropriate use of in class time
There’s No Place Like Home

Every family’s story is unique. Your task is to choose a member of your family to interview. Through this interview, you will learn about how your family came to call America your home. After this interview, you will create the story of your family. Time will be available in class, but work will be required out of class as well.

**In class work**
- Create interview questions
- One day to begin the story

**Out of class work**
- Interview
- Completion of the story

**Sample Interview Questions:**
* How long has our family lived in the United States?
* Do you know the reasons why the family emigrated to the United States?
* What was one of the hardest things you had to encounter throughout your lifetime?

**Interview requirements:**
- 10-15 questions
- Handwritten responses to the questions

After the interview has been completed, you will be creating a story of your family. The story can read as a fictional story (based on true events), as a fairy tale, as a biographical tale, or as another creative writing.

**Written Requirements:**
- 5-7 pages
- Representative photograph
- Cover
- Dedication