

# SURVIVAL THROUGH TIME



## LESSON OVERVIEW

Grade Levels: 3-5

In this lesson students will discuss the different time periods when the disasters in the *I Survived* books by Lauren Tarshis take place and will place the events in chronological order. Students will then research these time periods and share information with the class.

## STANDARDS

CCSS.ELA-LITERACY.SL.3-5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3-5 topics and texts, building on others' ideas and expressing their own clearly.
CCSS.ELA-LITERACY.RI.3-5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
CCSS.ELA-LITERACY.RI.3-5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

## OBJECTIVES

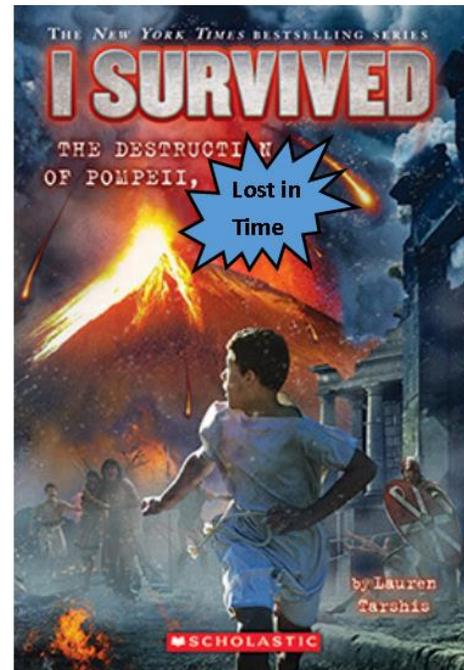
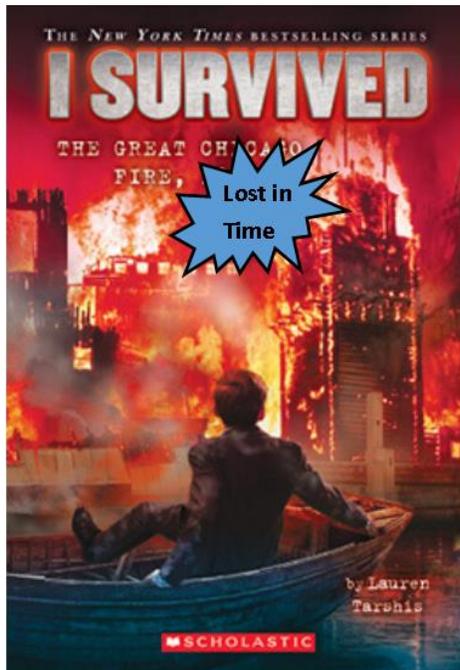
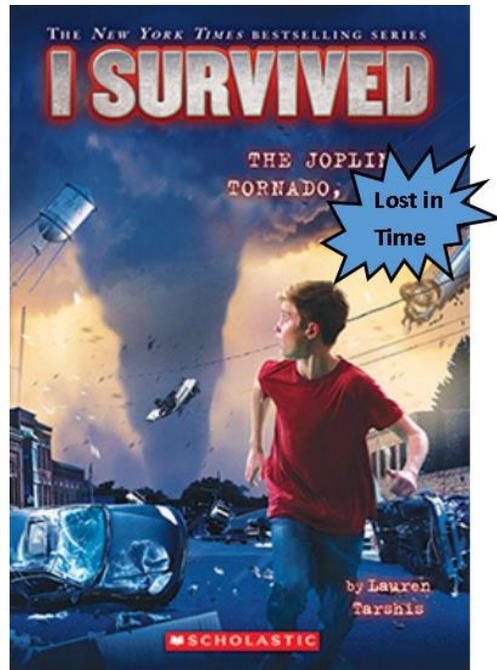
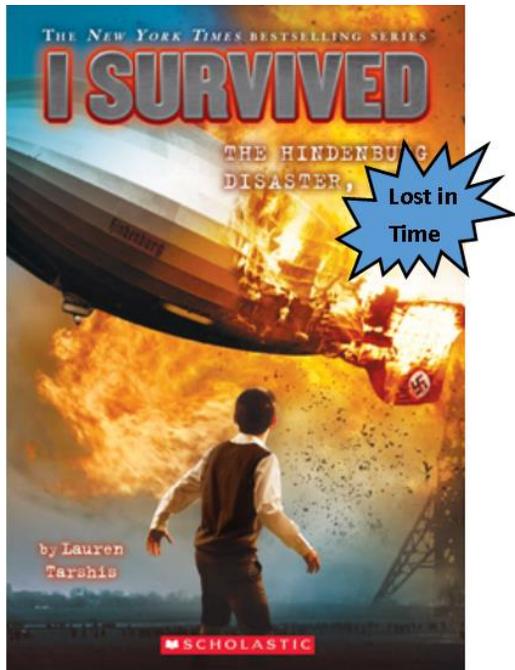
- Students will discuss the different time periods when the disasters in the *I Survived* books by Lauren Tarshis take place.
- Students will place the events in chronological order.
- Students will research these time periods.

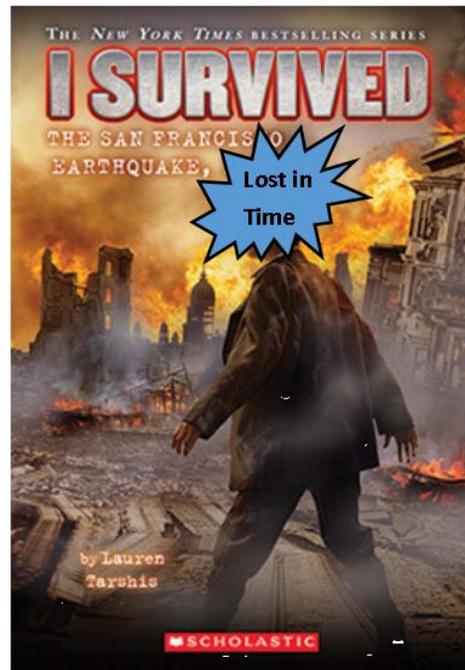
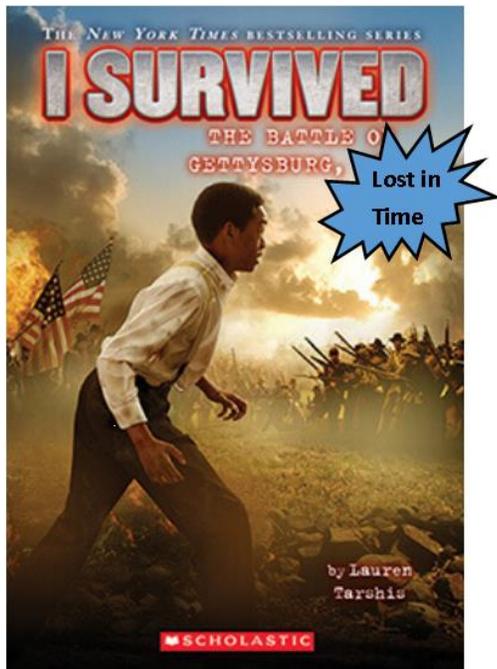
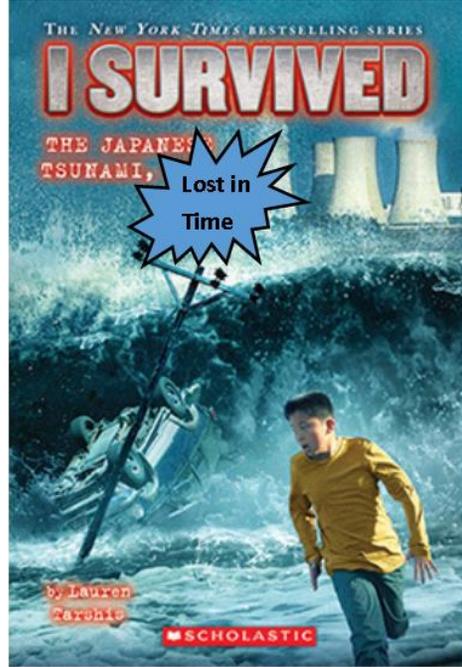
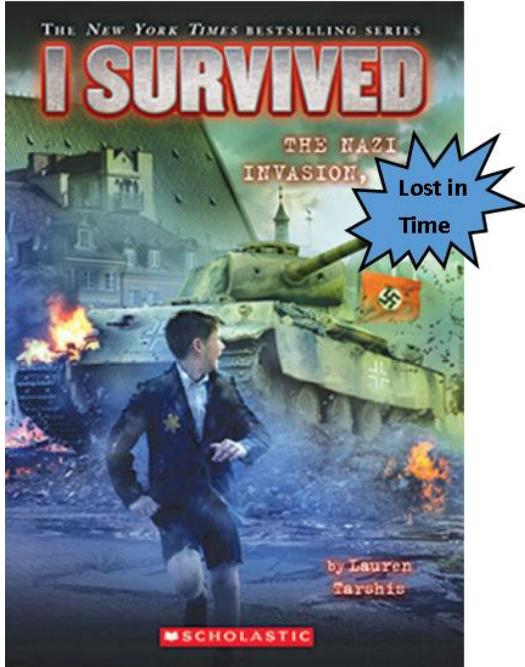
## MATERIALS

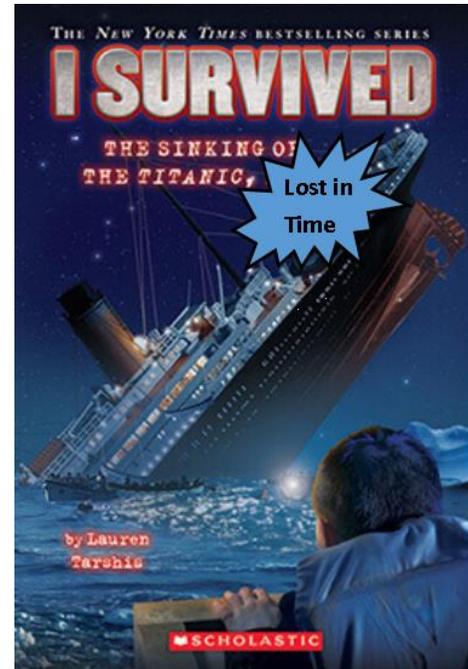
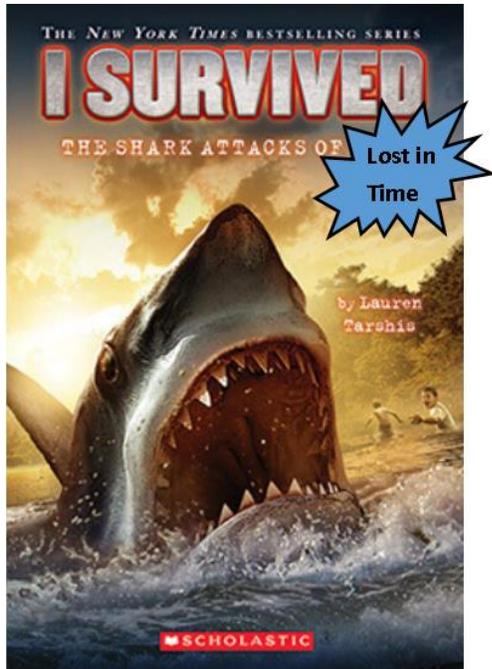
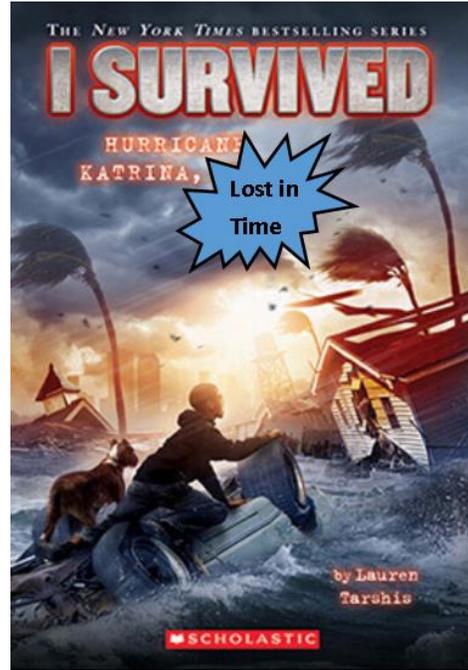
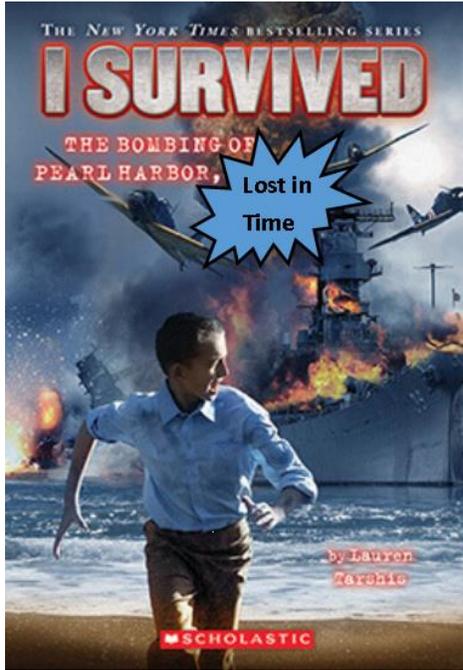
- Book cover images with the date of the disaster removed
- Devices or reference books for research

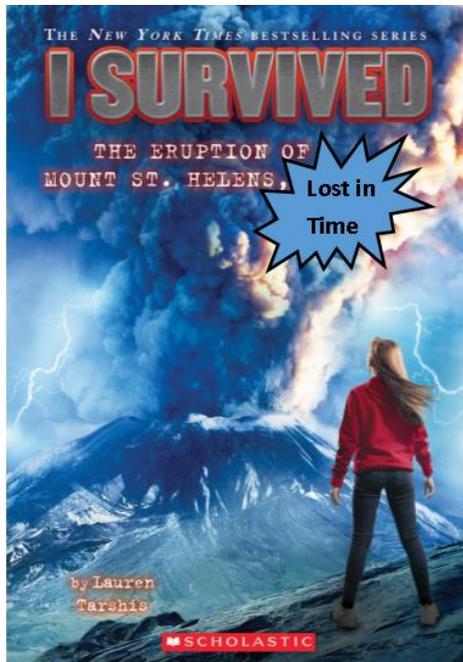
## PROCEDURE

- STEP 1:** Have a discussion with the students about the different time periods when the disasters in the *I Survived* books by Lauren Tarshis take place. Ask the students: What was different about the world when the disasters occurred? What was the same? Think about technology, health care, transportation. How were children treated? Did children go to a school similar to theirs? etc. Compare similar disasters with different time periods, for example *I Survived: The Destruction of Pompeii, AD 79* with *I Survived: The Eruption of Mount Saint Helens, 1980*. Discuss events that occurred close to one another such as *I Survived: The Japanese Tsunami, 2011* and *I Survived: The Joplin Tornado, 2011*.
- STEP 2:** Using a projector or the whiteboard, show students two or more of the book jacket images. Ask the students to put the covers in chronological order by when the disaster depicted occurred. Alternately, make laminated playing cards and deal out the book jacket covers to teams of students.
- STEP 3:** Provide devices or reference books for students to research the time periods from the books. Have students research the same questions posed in the earlier discussion: What was different about the world when the disasters occurred? What was the same? What are some other world events that were happening at the same time? Any other environmental disasters? Were their research discoveries similar or different from their assumptions? Have the students report out on their findings.









## ANSWER KEY

YEAR	DISASTER
79	Destruction of Pompeii
1863	Battle of Gettysburg
1871	Great Chicago Fire
1906	San Francisco Earthquake
1912	Titanic
1916	Shark Attacks
1937	Hindenburg Disaster
1941	Bombing of Pearl Harbor
1944	Nazi Invasion
1980	Mount St Helens
2001	Attack of September 11
2005	Hurricane Katrina
2011	Japanese Tsunami
2011	Joplin Tornado

## RUBRIC

	Target (3)	Meets (2)	Partially Meets (1)	Does Not Meet (0)
WORLD HISTORY KNOWLEDGE	Indicates a clear and accurate understanding of world history.	Indicates a relatively accurate understanding of world history.	Indicates partially accurate understanding of world history.	Does not illustrate much understanding of world history.
RESEARCH REPORT	Report is clear and uses research evidence to support facts.	Report is relatively clear and includes some research evidence to support facts.	Report is a little difficult to understand but includes limited research evidence to support facts.	Report is difficult to understand and is missing research evidence to support facts.
COLLABORATION	Works well with others and discusses ideas in a fair, respectful, encouraging way and is considerate of the feelings of others.	Works okay with others and discusses ideas in a fair, respectful way, but may not have been encouraging. Considers the feelings of others.	Works with others, but did not contribute a fair share of work OR was discouraging and did not consider the feelings of everyone.	Did not work well with others and/or discusses ideas in an unfair, disrespectful way.
REQUIREMENTS	Meets all of the requirements for the project.	Meets most of the requirements for the project.	Meets some of the requirements for the project.	Does not meet the requirements for the project.
DEMONSTRATION OF KNOWLEDGE OF CONTENT IN DISCUSSIONS AND ACTIVITIES	Does a great job showing an understanding of the content covered in class.	Does an okay job with showing an understanding of the content covered in class.	Tries but has a difficult time showing an understanding of the content covered in class.	Does not show an understanding of the content covered in class.
Total				/15