

South Carolina Academic/Career Development Integration Activity

Title Explore a Time Line (ESS-1)
Subject Social Studies

Grade Level(s) 3

SC Content Standard – South Carolina Studies: Standard 3-2. The student will demonstrate an understanding of the exploration and settlement of South Carolina and the United States.

3-2.4. Summarize the activities and accomplishments of key explorers of South Carolina, including Hernando de Soto, Jean Ribault, Juan Pardo, Henry Woodward, and William Hilton. (H,G)

National Career Development Guidelines Goal/Indicator

Personal Social Development GOAL PS3. Integrate personal growth and change into your career development.

Indicator PS3.A1. Give examples of how you have grown and changed (e.g., physically, emotionally, socially, and intellectually).

Career Development Objectives

1. Students will create a time line of the exploration of South Carolina that includes descriptions of the expeditions of early explorers.
2. The student will understand the concept of a time line.
3. The student will identify skills and abilities he/she has developed over time.

Assessment

1. Students will work as a class to complete a time line bulletin board for the exploration of South Carolina that includes descriptions of the expeditions of early explorers (class participation and observation).
2. The student will understand the concept of a personal time line and their own history (class participation and observation).
3. The student will identify at least one skill or ability he/she has developed over time (class participation and observation).

Preparation

- Prior Learning—Unit on exploration of South Carolina
- Handouts/Worksheets—N/A
- Resources/Materials—Materials for graphic displays, textbook and other resource books, and bulletin board space
- Time Required—90-120 minutes, time for discussion of personal *time lines*

Procedures Part One

- In this activity, students will work as a class to create a time line of the exploration of South Carolina that includes descriptions of the expeditions of early explorers.
- Begin by asking students what they think a time line is. After some discussion, explain to students that a time line helps us to organize and better understand events in history.
- Divide the class into groups and assign each group one of the following explorers: Hernando de Soto, Jean Ribault, Juan Pardo, Henry Woodward, or William Hilton.
- Have the students create a large outline drawing of their explorer. Then they will fill the drawing with the information about the explorer such as: dates of exploration, nationality, accomplishments, and exploration route. Students can use words and pictures.
- After students have completed their explorer drawings, paste the *explorers* on the bulletin board in the proper chronological order to create the time line.
- Engage students in a discussion of what they learned by doing the time line.

Part Two - Career Development Connections

- Introduce the idea that each of the students has a personal history that can be represented by a personal time line of events.
- Have students brainstorm some important events in their lives. For example: birth, new bike, sister, trip, moved, school, broke an arm, baseball, brother, and more. What year would their time line begin?
- Continue the discussion to include the idea of growing and changing; learning new things in school; and building their skills and abilities. Invite students to tell the class about something they can do better now than last year. What's something new they learned?
- Wrap up by pointing out to students that they will continue to grow and change their entire lives. Learning new things is an important part of growing. As workers they will have to keep learning new things in order to keep their jobs.

Crosswalks

SC Career Guidance Standard/Competency

Learning to Work Standard 1. Students will understand the relationships among personal qualities, education and training, and the world of work.

Competency 1.3. Explore personal skills and talents.

Key Employability Skills

Thinking Skills—Critical thinking

Information Management—Acquires, interprets, and communicates information

Self-Esteem—Believes in self, has positive view of self