

**Lesson Title:** Cemeteries, tombstones and dates, oh my! Part Three

Lesson Components	Description
<b>Virginia Standards of Learning (VSOL)</b>	1.1 The student will interpret information presented in picture timelines to show sequence of events and will distinguish among past, present, and future.
<b>Objective (“KUD”)</b>	<ul style="list-style-type: none"> <li>• Identify and interpret common symbols used on tombstones</li> <li>• Appreciate contributions made by community's past leaders and how they shaped the community's growth and development</li> <li>• Use tombstone rubbings as a documentary tool.</li> <li>• Use dates that they found to create a timeline.</li> </ul>
<b>Assessment/Monitoring</b>	<ul style="list-style-type: none"> <li>• Informal- There will be in class discussions and teacher observations.</li> </ul>
<b>Procedures</b>	<ol style="list-style-type: none"> <li>1. Have the students take out their tombstone rubbings.</li> <li>2. Hand out an index card to each student.</li> <li>3. Have the students write the name and date that appears on their rubbing on the index card.</li> <li>4. Discuss with the students that doing rubbings is a great way to document history. Especially for tombstones. It can also show students cultural trends such as symbols found on tombstones.</li> <li>5. Explain to the students that it is important to preserve cemeteries and tombstones because of the valuable information that the cemeteries contain. This includes:             <ol style="list-style-type: none"> <li>A. Symbolic trends</li> <li>B. Community burial practices</li> <li>C. Important figures and their death dates</li> </ol> </li> <li>6. Next, take out a long sheet of poster paper and hang it up in the front of the classroom draw a basic line to represent a timeline.</li> <li>7. Have the students get up and line up in order of the dates found on the tombstone from earliest to latest date.</li> <li>8. Try not to give any assistance- let the students organize themselves.</li> <li>9. Once they figure out the correct order, have each person tape their card to the poster paper in the correct order.</li> <li>10. Once they finish, have them sit back down.</li> <li>11. Explain to them that they just created a timeline.</li> <li>12. Tell them a timeline shows important dates in order and in this case, the important dates are people’s deaths.</li> </ol>
<b>Materials/Equipment/Preparation</b>	<ul style="list-style-type: none"> <li>• Tombstone rubbings</li> <li>• Poster paper</li> <li>• Index Cards</li> </ul>

	<ul style="list-style-type: none"><li>• Pencils</li><li>• Marker</li><li>• Tape</li></ul>
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