

Time for Monet - Timeline Game

This is a game using the artwork of Claude Monet to chronologically arrange events occurring in France and the United States on time lines. Students also discuss the probable differences, cause and effect relationships, and similarities, between historical events in the United States and in France.

Instructional Plan Title: Time for Monet - Timeline Game

Keywords: History, Social Studies, Monet, American History

Curriculum Area: Social Studies

Grade Level: Fourth Grade Level

Appropriate Group Size: Whole Class

Time Expected to Complete Instructional Plan: Two periods on 2 different days that last about 30 minutes. One extra day with a 45 minute period

Instructional Objectives:

- In a whole group setting, given a prompt containing the date and event, students will chronologically arrange the events of two time lines, first separately then together to familiarize themselves with the order of events happening simultaneously in the United States and in France.
- The students will demonstrate comprehension of the order of historical events in a testing situation where the date of an event is not part of the prompt.
- Students will express opinions of probable differences, cause and effect relationships, and similarities, between historical events in the United States and in France.

Indiana State Proficiencies: Social Studies
Historical Perspectives

- Students should be able to compare and contrast major events in Indiana history to key events in other regions of the world.

Materials and Resources: A timeline of Claude Monet's life; A timeline of events in American History or more specifically Indiana history; Cards or other large pieces of paper on which to write individual events in large print or, computer printed cards; Tape; Images from the Internet that correspond with the events listed on the timeline; A written test comprised of 10 events from the timeline. Any images by Monet found at the IUPUI University Library Community Project Web site: <http://www.ulib.iupui.edu/imls>

Preparation: Using a timeline, the teacher transfers the events to large cards that can be easily seen. These cards are laminated to protect them. Images from the Internet that correspond to the information on the event card are book marked for easy access during the learning game. On day one, the teacher randomly distributes the prepared cards to the students. The teacher explains to the students that they put the cards in order chronologically **without talking**. Then, as their turn comes, they read aloud their card and tape it to the wall. As the students read their card and tape it to the wall the teacher shows images of classical art that in some way represents that card. Only cards with the small blue box following the text have a corresponding picture.

Student Instructions: The students use problem solving skills in a large group setting to help them arrange their individual cards into chronological order. The students practice their decoding skills as they orally participate in the activity. The students develop a general idea of historical events as well as cause and effect relationships as they read their card aloud. On the second day, the students repeat the activity using the alternate set of synchronized cards. Once again the teacher is prepared with images that match many of these cards. The third day truly becomes a game. The class breaks into two groups and participates in a competition to determine which group can organize their cards in the quietest manner. Once the students have their cards organized they alternately, orally present their cards. Alternating allows the student the opportunity to closely relate the events from one geographical area to the other.

Student Assessment: The students culminate this activity by taking a test. During the test students number 10 statements chronologically in the order that they happened. The dates are not included. Next the students complete a written statement in which they postulate similarities, differences, and cause and effect relationships between the events contained on the timeline.

Expansion/Interdisciplinary Connections: : This lesson is part of a thematic unit. The focus of the unit is Claude Monet with a special emphasis placed on his picture, [La Gare Saint-Lazare](#). Other interdisciplinary titles include:

- Getting to Know Claude Monet
- Impressions of Leaving - Writing Home
- Finding Fresh Scenes - Geography with Monet
- Monet's Haystacks - An Experiment with Light
- Monet's Japanese Bridge - A Science Journal

Family Activities: Similar games that promote cooperative skills, organizing thoughts, and motivating fun can be played at home (i.e. Pictionary, Taboo, Guesstures, etc.).

Teacher Notes: This game gives the students an opportunity to move around and think at the same time. The teacher should expect a higher level of activity and the inevitable noise associated with activity even though a major component of the activity is silence.

In order to rate the teams on their success, each team starts with 100 points and a point is deducted each time they make too much noise. In the case of a tie the final deciding factor would be the team that completes their organization first.

When the teacher develops the test it is best to choose events that are separated widely by periods of time. That makes it not simply a test of memorization but reasoning skills as well. As with all test the students should know upon what their written response will be graded prior to the test.

Two timelines have been provided. These could be used as they are or as a starting point or as an example for the teacher to use in developing a timeline that specifically deals with pre-existing curricular material. The game is a better learning tool if it specifically relates to subjects that are a part of the student=s curriculum. If you plan to hold the students to memorization of the facts (which is not a recommended practice) the papers with the timelines on them should be sent home for study.

Claude Monet Timeline Facts

1840 - Oscar Claude Monet was born in Paris, France.

1856 - Monet was well known as a person who drew caricatures (cartoons that emphasize physical features of a person-usually in an unappealing way).

1857 - Claude Monet's mother died. His Aunt, Marie-Jeanne, became his earliest supporter.

1856-1861 - He gained the attention of a local artist, Eugene Boudin. Learned about painting outside.

1861 - Joined the army. Became ill and had to quit a year later.

1862 - Met a landscape painter, Johann Barthold Jongkind.

1864 - The Salon admitted his painting, Seine Estuary at Honfleur, to their important exhibit.

1865-1866 - Monet met other painters who would influence each other's style of painting and together they came to be called the "Impressionists".

1865 - Met Camille Concieus (later to become his wife).

1870 - Moved to London and met Paul Durand-Ruel. Duran-Ruel was the man who sold his paintings to other people.

1871-1878 - Moved west of Paris to an industrial boating area. The meeting place for most impressionists.

1878 - Bad news! No one wants to pay for Impressionist paintings.

1878 - The Monet family moves in with the Hoschedes. Four grown-up and eight children living together!

1879 - Even worse! Camille died, leaving Claude with two small children.

1880-1890 - Makes many trips to different cities to find new scenery to paint.

1880 - Claude tries to get a picture in the special exhibit put on by the Salon. He succeeds! (Now he's getting somewhere).

1883 - Mr. Hoschedes ran off. Monet and Mrs. Hoschedes and the eight children rent a farm at Giverny.

1890- Monet starts his "series" paintings. Americans pay high prices for his "new scenery". He buys the farm at Giverny.

1890-1910 - He grows a flower garden. He enlarges the water garden, buys more land, enlarges the water garden again.

1899-1901 - Three trips to England to visit his second son who is in school there.

1900 - Monet exhibited his first series devoted to the garden. Mostly pictures of the Japanese bridge.

1892 - Mr. Hoschede died. Monet and Alice Hoschede get married

1904 - Pictures done while in England are exhibited.

1911 - Alice dies.

1914 - His oldest son, Jean, dies. He is depressed and weak.

1914 - Encouraged by his friend he builds a new studio so that he can make huge painted constructs of water lilies.

1918 - Monet announces his plan to donate the large construction to the state.

1923 - Three operations are performed on the cataracts that are causing him vision problems.

1926 - Monet died at the age of 86.

1927 - Five months after he died his great master decoration is opened to the public in Paris at the Louve Museum Garden.

1981 - Monet's house in Giverny where he spent the last 50 years of his life and painted the Japanese bridge, his family, and the famous water lilies is opened as a museum to the public.