



December 8 is **Pretend to Be a Time Traveler Day**, where both kids and kids at heart can use the **Examine** trait to travel through time! Students will participate in a simulated time travel experience based on their research of historical time periods.

*Note: Preview literature and Internet websites for appropriate content to match your district guidelines.*

## Getting Started

### Critical Thinking Trait Focus



**Examine:** I use a variety of methods to explore and to analyze.

**Learning Standards Focus:** express ideas orally based on research and experiences, develop and follow a research plan, identify and gather relevant information from a variety of sources, demonstrate understanding of information gathered, build a foundation in history; geography; economics; government; culture; science, technology, and society

**Vocabulary:** historical period, inference, relevance, traveler, simulate, source.

## Instruction

### Activity Preparations

1. Make copies or prepare to project the Think It Out! page.
2. Select a historical period(s) to add to the Time Traveler Keys from the suggested time travel scenarios or from your own list based on classroom learning.
3. Provide students with devices for researching their chosen historical period.

### Activity Directions

1. Review the **Examine** critical thinking trait with students. Explain that they will be using this trait to research historical time periods to gather information for a simulated experience.
2. Choose a short title or excerpt to read aloud from the Literature Suggestions list or a title of your choice that includes the theme of time travel, historical time periods, or conducting research.
3. Prompt students with thought-provoking questions in response to the literature. Examples include:
  - *What challenges might travel to a new period in time create?*
  - *In what ways could someone support a time traveler from a different historical period?*
  - *What reaction would you have had (refer to literature)?*
  - *How can we determine the credibility of our research sources?*



4. Invite students to select a Time Traveler Key at your discretion. You may choose to have students form small groups to research the same historical period or create individual research topics for each student.
5. Guide students as they use the **Examine** trait to research credible sources and collect information on their Think It Out! page, paying particular attention to interpreting research findings to support their simulated behaviors.
6. Help students brainstorm potential reactions a time traveler might have as they experience everyday life in the present day.

### Alternate Plans or Extensions

- Modify the activity so that all students research and simulate the same historical period based on classroom learning or the setting of a historical fiction selection.
- Extend the activity to include time travelers visiting present day from the future. Invite discussions about the contrasting viewpoints.

### Reflect

After students have used the **Examine** trait to learn more about researching various time periods to simulate a time travel experience, facilitate a reflective discussion about their thinking and learning. Guide students as they focus on how the **Examine** critical thinking trait helped them work through the activity. Emphasize the importance of using analytical skills to make inferences, interpret historical period data, integrate or organize ideas for the simulation, and make connections.

### Literature Suggestions

**Books about Time Travel:** *Dragons Love Tacos 2* by Adam Rubin, *Looking for Yesterday* by Alison Jay, *The Magic Tree House Series* by Mary Pope Osborne, *The Trouble with Time Travel* by Stephen W. Martin

**Books about Research:** *Ada Twist, Scientist* by Andrea Beaty, *Notable Notebooks: Scientists and Their Writings* by Jessica Fries-Gaither, *The Boy Who Harnessed the Wind* by William Kamkwamba and Bryan Mealer

### Media

For Students: [Is Time Travel Possible?](#); [Long Ago and Now](#)



### Think It Out! (Page 1)

#### Historical Period:

#### What examples of figurative language might be funny or confusing to someone from this historical period?

Example: If someone said, "She's woke," your time traveler might respond by saying, "Yes, I was awake before sunrise this morning." Or, if your time traveler heard, "I gotchoo," they might think it was a sneeze.

My Research Says:

My Time Traveler's Reaction Might Be:

#### What kinds of technology would someone from this historical period be scared of or confused by?

Example: An automatic door might be confused as some type of magic.

My Research Says:

My Time Traveler's Reaction Might Be:

#### What historical or current events would someone from this time not know about?

Example: Your time traveler might be confused when seeing a photo of an astronaut on the moon.

My Research Says:

My Time Traveler's Reaction Might Be:

#### What current fashion trends would be confusing for someone from this historical period?

Example: Baseball caps, shorts, or colored hair might seem strange to a time traveler.

My Research Says:

My Time Traveler's Reaction Might Be:



## Think It Out! (Page 2)

What are some other experiences a time traveler might face that would be strange, scary, or difficult to understand?	
My Research Says:	My Time Traveler's Reaction Might Be:
<b>Sketch your time traveler based on your research of their historical time.</b>	<b>How might the appearance of your time traveler be different after their visit?</b>



### Time Traveler Keys

Choose historical period scenarios from the list of examples or create your own from classroom learning. Write one scenario on each key for students to draw out of a bag. Some example scenarios might include:

- An early native from the Paleolithic era
- A knight from medieval times
- A scientist from the 1800s
- A technology salesperson from the 1960s
- A sheriff from the wild west (1800s)
- A settler from the 1700s
- A philosopher from the Classical period

