

The Life of Dr. E. Lucy Braun

Grade Level: Upper Elementary

Subjects: Social Studies, Language Arts

Objectives:

Students will be able to:

- Create a timeline,
- Identify important events that should be included on a biographical timeline,
- Read and communicate information found on a timeline,
- Understand the importance of documentation,
- Generate a personal journal.

Teacher's Notes:

- Viewing the *Introduction* and the second scene, *A Natural Connection*, is strongly encouraged in order to introduce Dr. Braun and her sister and to provide context to their lives and work.

Summary: After viewing the scene, *The Road Less Traveled*, from the documentary, **A Force for Nature: Lucy Braun**, students will create a timeline based on the events of Dr. Braun's life. They will then construct a timeline based on their own life and finally, create and keep a personal journal.

Materials:

- Chart paper
- Markers
- Scissors
- Tape or other adhesive
- White board
- Ruler or yardstick
- Events in My Life worksheet, attached
- Large paper for student timelines
- Composition book, spiral notebook, or three-ring binder

Introduction:

Journals, letters, notes, and records help **historians** write an accurate **biography** to document a person's life and work. These kinds of documents allowed the creator of **A Force for Nature: Lucy Braun**, Meg Hanrahan, to create the biography of Dr. Braun.

Procedure:

1. After viewing the scene, *The Road Less Traveled*, from the documentary, **A Force for Nature: Lucy Braun**, have students break into small groups. Using a large piece of paper with a grid as shown in Figure 1, students will brainstorm the major events and accomplishments of E. Lucy Braun as seen and heard in the documentary.

- a. Have each group share with the class which events they remembered and wrote down on their paper. Then, groups should number each event in the order they happened in Dr. Braun's lifetime.
- b. Have students cut out the squares and hang them on the board in order from first to last. Lead the class in a discussion focused on making sure the events are in the correct order.

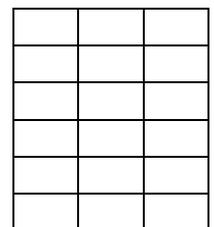


Figure 1



- c. As a class, create a timeline on the board using the cut-out pieces of paper. Add accurate time intervals and measurements.
2. As a homework assignment, have students gather information and data on events in their own life using the 'Events in My Life' worksheet.
 - a. Using the completed 'Events in My Life' worksheets, have students "pair and share". Next, have each student share with the whole class something they learned about the other person.
 - b. Have students create a timeline based on their worksheet using accurate time intervals and measurements.
3. Lead the class in a discussion using the following questions:
 - a. What were the different kinds of journals and records that Dr. Braun and her family kept?
 - b. How did the scientific journals differ from the photo albums?
 - c. Where did E. Lucy's herbarium end up after her death? Where did Annette's **micro-lepidoptera** collection end up after her death?
 - d. Why is it important to keep notes, journals, and records?
4. Have students make and keep a journal for use in school. Students may choose the format and subject matter in which their journal is kept. For instance, some students may want to draw or sketch, some may wish to write, while others may want to use objects or cuts-outs from magazines. A combination of strategies is appropriate as well.



*E. Lucy Braun during field research (date unknown).
Courtesy, University of Cincinnati.*

Name:

Date:

Class:

Events in My Life

Choose 10 events in your life and list them below. Be sure to include the date and a description of each event.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

