

A Millennium Commemorative



100 People - 1000 Years

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Program Information

Title of Program: A Millennium Commemorative: 100 People - 1000 Years

Instructional Purpose of Program: The purpose of this unit is to foster research and writing skills, and the use of technology in acquisition, compilation, and presentation of research (Internet, CD-ROM, digital camera, etc.). Technological resources avail students of a broader variety of source materials for their research than would be otherwise obtainable through traditional (printed media) channels.

This unit also furthers the development of an appreciation of our common historic heritage, through in-depth study of the contributions of some of the most prominent individuals of the last millennium, and recognizes the character traits that contribute to success in one's chosen field of endeavor.

Program Resources: Student resources were selected on the basis of availability and ease of skill acquisition for application. Materials employed include a variety of written and electronic reference works (biographies, historical works, encyclopedias, Internet sites, CD-ROM software, etc.), art supplies, writing materials, computers/printers, and digital camera, with time divided among the classroom, computer lab, and library as required. Students supplemented their on-site work with individual at-home Internet/CD-ROM research and visits to the public library. The final publication was prepared using AppleWorks and Student Writing Center.

Program Implementation: The bulk of this project was undertaken within the context of the regular instructional program, with time divided among the classroom, computer lab, and library as required. The class received regularly scheduled computer instruction once per week; in addition, the computer lab was available to students as needed for individual research. Students utilized a variety of electronic reference works, computers/printers, and digital camera. All students supplemented their on-site work with individual at-home Internet/CD-ROM research.

Main Activities: The project built largely upon skills acquired as part of the standard curriculum (e.g., all students read a minimum of three biographies during the school year); consequently, comparatively few subject-specific lessons were required. The principal student activity was research and preparation of written reports; in addition, students individually and cooperatively compiled and illustrated the final publication, prepared appendices, timelines, data tables, and the preface. Supplementary activities included student dramatic portrayals of the various personages, and preparation of a time capsule to be opened in 2009.

Sources: The year 2000 inspired numerous organizations to compile lists of the most influential people of the last century/millennium. The concept of a "teachable moment" permeates much contemporary pedagogical theory; the necessity of instructing children in their historical roots has always been recognized in educational circles. This volume, A Millennium Commemorative: 100 People, 1000 Years, was inspired by a series aired in late 1999 on the A & E Cable Network, entitled Biography of the Millennium. The list of research subjects for this project was adapted from that compiled for the series; all other teacher-generated materials are original in nature.

Adaptability of Program: Technological - Any school with a well-equipped computer lab can adapt this program at minimal logistical/financial cost. Other than basic word-processing/Internet skills, there are no special technical requirements for either teachers or students; such CD-ROM reference/printshop resources already available on-site provide a more-than-adequate starting point.

Academic - The basic format of this program lends itself to a variety of applications, particularly in the areas of social studies/history and science, across all grade/achievement levels. While the Millennium per se is a once-in-a-lifetime event, the basic premise of the “Top 100” and the methods employed herein can be utilized effectively to increase breadth and depth of understanding in many curriculum areas. To this end, students/teachers can generate their own rank-order lists, such as are applicable to their specific needs/requirements, e.g., “The 100 Greatest Inventions,” “100 Famous New Yorkers,” “100 Events that Changed History,” “The 100 Most Prominent Women,” etc.

Timetable of Activities:

“How do people become famous?” – 1 period + independent work
 Students compile lists based on survey – 1 period
 Writing a historical research report (2 periods)
 “How do we use an outline...?” – 1 period
 “‘What sources of information can we use...?’” – 1 period (school library)
 Class Field Trip – half day (public library)
 Preparation of reports – 8 weeks
 Individual research – Independent work (home/library/computer lab)
 Typing of reports – 2 periods/week (computer lab)
 Picture Gallery portraits – 2 periods + independent work
 “What is a millennium?” – 1 period
 “How can we show events in the order that they happened?” – 1 period
 “Time on Your Hands” – 1 period
 “What’s My Line?” – Independent work
 Prepare appendices/graphs/timeline/table of contents – 5 periods + independent work
 Write preface – 2-3 periods cooperative-group activity (Foreword – teacher-generated)
 Design graphics – 2-3 periods
 Compile/collate/bind final publication – 8 periods + independent work
 “How can we accurately portray...?” – 1 period
 “Living History” presentation – 2 periods + independent work
 “A Blast From the Past” – Independent work
 Preparation of time capsule – 1 period

Total Time Required – 46 class periods (approx.) + field trip & independent work (16 – 20 weeks depending on grade level of students)

Program Profile

Curriculum Areas : Language Arts, Social Studies, Mathematics, Values Education

New Media Used: Apple iMac Computers, CD-ROM encyclopedias, Student Writing Center, Apple-Works

Grade Levels: Grades 3 and up

Title of Program: A Millennium Commemorative: 100 People - 1000 Years

How it Works: A Millennium Commemorative is a compilation of biographical research on the 100 most significant individuals of the last 1000 years. The purpose of the unit is to foster research and writing skills, and use of technology in acquisition, compilation, and presentation of research (Internet, CD-ROM, digital camera, etc.). This unit also furthers the development of an appreciation of our common historic heritage through in-depth study of the contributions of some of the most prominent individuals (both good and evil) of the last millennium, and recognizes the character traits that contribute to success in one's chosen field of endeavor.

The initial lesson, "How do people become famous," provided the students with the requisite tools to distinguish between the concepts of fame vs. popularity/celebrity; the project was then introduced. Working both individually and in cooperative learning groups, students researched and wrote biographies of the most influential persons of the last millennium; important personal information, as well as significant contributions to society, were included in each biography, along with a bibliographic citation of source materials (print/electronic). The final publication was prepared using the hardware/software cited above; in addition to the biographies, this volume also contained a preface, foreword, table of contents, illustrations, and a Hall of Fame photo gallery. Appendices included an alphabetical index, index by field of achievement, graphs, and a world-history timeline of the last millennium.

Description of the Students: The students involved in this project were an academically heterogeneous third-grade class at P.S. 177 in Brooklyn. The class received regularly scheduled computer instruction once per week; in addition, the computer lab was available to students as needed for individual research. A broad variety of ethnic/religious/cultural backgrounds were represented; over 85% of the students were from immigrant households, and approximately 10% of the students were LEP.

This project lends itself readily to diverse grade/achievement levels, as much of the preparation of the final publication was cooperative in nature: students with limited English-language skills not only prepared their biographical reports in collaboration with one or more higher-achieving students, but were also responsible for preparation of relevant timelines (where number sense rather than linguistic proficiency is emphasized) as well as much of the graphic design of the final publication.

The Staff: A member of P.S.177's Consultation and Literacy Committees, Mrs. DeRosa develops a major thematic interdisciplinary project for her students each year, in order to provide them with opportunities to apply the standards beyond the format of the traditional curriculum. She has been a third-grade teacher since 1990 (having previously taught language arts and pre-kindergarten), and has received awards from District 21 and Citibank for A Millennium Commemorative. She is a firm believer in the value of outside-the-classroom life experiences in the educational process, and class trips and associated activities contribute significantly to her approach. Coming from a family of educators, her personal interests include local history, travel (particularly to historic sites), music, and traditional Pennsylvania-Dutch cuisine.

Mrs. DeRosa was responsible for presentation of requisite preparatory lessons, ongoing oral/written evaluation of work in progress, supervision of assembly/compilation into final publication, and serving as moderator for oral/dramatic student presentations. The computer teacher served as technical advisor for on-site Internet research, as well as computer-aided design of the final publication (artwork, layout, etc.).

What you Need: The bulk of this project was undertaken within the context of the program at P.S. 177, with time divided among the classroom, computer lab, and library as required. Materials employed on-site include a variety of written and electronic reference works, art supplies, writing materials, computers/printers, and digital camera. Students supplemented their on-site work with individual at-home Internet/CD-ROM research and visits to the public library. The final publication was prepared using AppleWorks and Student Writing Center.

- Standards:**
- E1c - Read and comprehend informational material
 - E2a - Produce a report of information
 - E2b - Produce a response to literature
 - E3a - Participate in one-to-one conferences with the teacher
 - E3b - Participate in group meetings
 - E3c - Prepare and deliver an individual presentation
 - E4a - Demonstrate an understanding of the rules of the English language in written and oral work
 - E4b - Analyze and subsequently revise work to improve its clarity and effectiveness
 - E5a - Respond to non-fiction using interpretive and critical processes
 - E5b - Produce work in at least one genre that follows the conventions of the genre

Overall Value of Project: This activity was designed to develop research skills and the ability to effectively communicate results in written and oral form, through contributions to a student-published reference volume. Further objectives included increasing breadth of knowledge in a variety of curriculum areas through acquaintance with recognized leaders in their respective fields, and development of awareness of the character traits and values that contribute to success. The final project served as a valuable and worthwhile adjunct to the curriculum in several subject areas; in addition to the New Performance Standards rubrics above, students also showed significant improvement in meeting NCSS and NCTM Standards. The resulting volume will continue to serve as both a pure reference work, and a model of research and written presentation techniques. The self-perpetuating legacy of this project was further extended with the preparation, on the last day of school, of a time capsule. Contributions relevant to both this project and the millennium event *per se* were collected to be sealed until the year 2009, when the class that produced the project will be graduating from high school. At that time an Authors' Day Reunion will be held, when the third-grade class of 2009 will be able to meet and share ideas with the returning Millennium Kids in an open-forum discussion. It is intended that a positive set of role models will be established through this living legacy, and that the values implied in this publication may thus be communicated in concrete as well as abstract form.

Foreword

The year 2000 has inspired numerous organizations to compile lists of the most influential people of the last century/millennium. The concept of a “teachable moment” permeates much contemporary pedagogical theory; the necessity of instructing children in their historical roots is supported by both Hegelian philosophy and down-home common sense - not only are those who fail to learn from history doomed to repeat it, but “ya can’t know where yer goin’ til’ ya know where ya been.” A Millennium Commemorative: 100 People, 1000 Years, was inspired by a series aired in late 1999 on the A & E Cable Network, entitled Biography of the Millennium.

One can only appreciate the painstaking task of assembling and compiling a publication such as this, let alone by third graders. Months in the making, the project reflects scores of lessons, in several subject areas. Some of these include:

What is a millennium?

How do people become famous?

Who are the most influential people in our lives?

...the news?

...the last century?

In the course of assembling their respective contributions, the children further developed and reinforced their abilities in several areas: literary, creative, analytical, deductive, etc. The by-now standard procedure of “create, comment, conference, correct” was followed throughout. Insofar as it was possible, teacher corrections were kept to a minimum, consisting mainly of spelling/grammar/punctuation. Although the standard reference works (encyclopedias, biographies, first-person narratives, etc.) were used as our model and criterion, I believe that the most unique feature of this compilation is the manner in which each student chose to present his/her information, and which aspects of the subjects’ lives were selected for emphasis: whereas one child might expound upon the achievements of a particular historical figure, another might emphasize the formative elements or personal crises that brought this individual to prominence.

In a nod to cutting-edge educational practice, a significant portion of this project was computer-assisted (word processing, Internet research, CD-ROM reference sources, digital camera, etc.) Our thanks to Mr. Paul Strugatz, computer teacher, for his selfless dedication and invaluable advice, which made this publication possible.

Ex libris scientia,

*Marianne DeRosa, Teacher
Public School 177 - Class 3-407
May 2000*

Preface

Dear Reader,

Thank you for your interest in our tribute to the 100 greatest people of the last millennium. We put a great deal of effort into this book, and we believe that you can learn a lot from it. It can be used like an encyclopedia, helping you to prepare reports for class projects, or you may read it for your own enjoyment.

When we first began this project, some of us found it difficult, since we had never done anything like this before. We soon found that working together on many of the smaller things not only made the job easier for all of us, but also brought us closer together as friends. Most of all, we always kept in mind that we were doing something good for our school.

As we saw our project begin to take shape, we started to feel a sense of adventure and excitement. Reading each other's finished reports, we knew that the results would be outstanding, and we could hardly wait to complete the book. Little by little, we saw our volume grow to over one hundred fifty pages, and we realized that our hard work had paid off.

Along the way, we learned many valuable lessons about not only the people we were researching, but about ourselves as well. One of the things that all of our research subjects shared was their dedication to their goals - although many of them came from poor families, that did not stop them from becoming great. We were also surprised at the many different ways in which these people became famous - as inventors, soldiers, doctors, writers, musicians, teachers, and national leaders, just to name a few.

Perhaps the greatest lesson we learned is that every nation has its heroes - men and women who changed for all time the way we think and live - and many of us were personally inspired by their stories. Our Muslim classmates took pride in the accomplishments of Suleiman I, who once ruled all of Asia and became known as "the Lawgiver." Peter the Great, Stalin, Lenin, Gorbachev, and Vladimir Zworykin - the inventor of television - gave our Russian friends a sense of their national roots, and the great women of history - Susan B. Anthony, Joan of Arc, Rachel Carson, Queen Elizabeth, among others - became wonderful role models for the girls in our class. For the first time, many of us gave serious thought to the careers we would follow as adults, as we examined the lives of these one hundred people who changed our world forever.

It is with love that we dedicate this book to those who will come after us - may they be personally encouraged by reading these works, as we were in creating them.

*The Millennium Kids
P.S. 177K - Class 3-407
May 2000*

Lesson 1**Aim:** How do people become famous?

(Curriculum Areas: Social Studies, Language Arts, Values Education)

Objectives:

- [1] Students will recognize that fame is achieved as the result of exceptional effort, achievement, and/or ability in a particular field of endeavor
- [2] Students will be able to name at least three people who have become famous in different fields, and explain why they are famous

Materials: Portraits and name cards for the following individuals:

Walt Disney	George Washington
Christopher Columbus	Martin Luther King
Elvis Presley	Abraham Lincoln

Writing supplies (chart paper, markers, pens/pencils, paper)

Planning Tips:

- [1] Motivation – The class is divided into six cooperative learning groups. Portraits and name cards are displayed at the front of the room. Each group chooses one name card, and a modified form of “Concentration” is played as students are asked to match name cards with their corresponding portraits.
- [2] The class is asked to identify the individuals in the portraits, why they recognize these individuals, and what clues they used to determine their identities.
- [3] When activity is completed, ask class what these people all have in common, using a single word to describe all of them (elicit famous).

What to Do:

- [1] Ask class what it means to be famous; brainstorm and create a web from responses (may include: well-known, did something unique, everybody likes you, people respect you, very good at what you do, did something to help a lot of people, always remembered, etc.)
- [2] Distribute chart paper and markers to each group; ask students to list as many facts as possible about the life and accomplishments of each personality displayed. Attempt to determine any common characteristics other than name recognition (unique ability, perseverance, dedication to ideals, etc.) that helped them become famous (elicit above or any similar responses). Explain that people become famous as a result of what they are as much as what they do (or did).
- [3] Without revealing his identity, a first-person narrative of the early life of Martin Luther King is read; students are asked to raise their hands as soon as they recognize who is being discussed. (Students will respond at different points in the story; all students should recognize Dr. King after the Rosa Parks/bus boycott incident is mentioned.)
- [4] Ask class, “Would Martin Luther King be considered a famous person?” (Students will need to see that he became famous as the result of much hard work on his own part, and that he laid the foundations for his greatness while he was still young.) Without mentioning the freedom marches, the rally in Washington, or his Nobel Peace Prize, students should all be able to recognize Dr. King because of what he was as much as what he did. Explain that we call this a person’s character.
- [5] Elicit additional names from each group; use aforementioned criteria to help students distinguish between “famous people” (those who have a lasting influence on society – positive or negative) and “celebrities” (individuals who are popular and widely recognized, but largely non-influential). Discuss selections and chart responses on board, along with corresponding character traits for each individual.

What Happened? :

Students were able to recognize the differences between popularity (which is strongly influenced by media input and may or may not have anything to do with character factors) and fame (which is more permanent in nature and strongly influenced by the individual's character - good or bad), and to identify the common character traits (positive and/or negative) that contribute to the achievement of lasting fame.

What Next? :

Survey family and friends, prepare a list of famous people/celebrities, and discuss information acquired from the individual surveys. Introduce the Millennium Project and distribute research guidelines and the list of names to be researched. Explain how the list was obtained; compare and contrast with student lists. Students then select names to be researched for individual/collaborative contributions to the class project.

Lesson 2

Aim: How do we use an outline to help us organize our writing? (Curriculum Area: Language Arts)

Explanation: *The questions and concepts presented in this outline were developed in class during the course of two previous assignments: [1] one-to-one biographical interviews (student-to-student) [2] preparation of book reports (biography) required by the Citywide Reading Standards. Consequently, the students were already familiar with the content and use of the basic material contained herein.*

Planning Tips:

Motivation - Write a paragraph (5-6 sentences) on the board, out of sequence; ask students to unscramble it by numbering sentences in the correct order (sequence of events). Ask class why they think the order of events is important (it helps us to better understand what we read).

What To Do:

[1] Distribute outline; ask class to look over, paying particular attention to the patterns in which the questions are grouped. Ask why an author would use an outline of this type when preparing a story (it helps him/her to keep track of the sequence of events).

[2] Discuss the organizational format of the outline; explain that each Roman numeral heading should constitute at least one paragraph.

[3] Ask class to explain why the questions are grouped in the given order (they reflect events/periods in a person's life).

[4] Discuss the fact that, when the class used these questions to prepare their interviews and book reports, they found that not every question could be answered. Students are encouraged, however, to answer as many questions as possible: the more questions they answer, the more interesting the report will be for the reader.

[5] Distribute sample biography to class and read together; compare organization and content of paragraphs with outline.

What Happened? :

Students were able to recognize the importance of using an outline to help organize their information; they also became familiar with the traditional letter-number outline format, and the reasons for grouping the outline questions in a specific order.

What Next?:

Names of historical subjects to be researched are drawn from a hat at random. Next lesson: sources of information.

Millennium Project - Biography Research Guidelines

As you do your research on the famous people assigned to you in class, keep this sheet handy as a guide to what you will need to include in your reports. Be sure to write down where you got your information, since you will need to provide a bibliography at the end of each report. Please remember that the questions in the outline below are meant to help you organize your ideas in a way that will make your reports easy for other students to read and understand. Try to answer all of them (if possible), even if you have to use more than one source of information. Although you may use this sheet to make notes or write down ideas, keep in mind that each report must be written in paragraph form, on a separate sheet of paper.

I. General Information

A. Person's Name

B. When was he/she born?

1. Where was he/she born?
2. What were his/her parents' names?

C. When did he/she die? (You can put this in the last paragraph if you want.)

D. Where did he/she live?

II. Early Life

A. What was this person's family like?

1. Were there any brothers or sisters?
 - a. How much older or younger were they?
2. Was the family rich or poor?

B. What was school like?

1. Was this person a good student?
2. Did he/she have any special friends at school?
3. Did anything happen at school that would affect his/her career choice later on?

C. Did this person have any hobbies that would help him/her become famous?

III. Later Life

A. What was this person's family like?

1. Did he/she get married?

a. To whom? (What was the husband's/wife's name?)

2. Did they have any children?

a. How many?

b. When were they born?

c. What were their names?

B. What was this person's occupation?

1. Did he/she enjoy his/her work?

2. Did anyone or anything help to make his/her work easier or harder?

3. Did he/she take a different job or jobs, besides the one that made him/her famous?

4. Was he/she rich or poor for most of his/her life?

IV. Biographical Summary

A. Why do we remember this person?

B. What are some of this person's accomplishments or contributions?

C. Did he/she receive any awards or other special recognition during his/her lifetime?

D. If this person had never lived, how would our world be different?

NOTE: This section should tell just the facts about why this person is important - not what you think of them (if you believe they were good or bad, etc.). Remember that two of the best-known people of the 1990s were Mark McGwire and Saddam Hussein - one hit more home runs than anyone else in the history of baseball, the other started a war in which thousands of people were killed - and since the readers may not know who the "good guys" and the "bad guys" are already (even if you do), your job is to provide as much information as possible about your person's life, and let them form their own opinions.

V. Bibliography

Depending on the sources you used for your report, follow the guidelines given below when preparing your bibliography entries.

A bibliography is a list of books, parts of books, articles from magazines or encyclopedias, and other information used by the writer of an article, research paper, or book. The listings in your bibliography should appear in the same way as the following examples.

For a Book by One Author

Jones, Bob. The Autobiography of Bob Jones. New York; Amsco Publications, 1993.

For a Book by Two or More Authors

Johnson, Joe and Smith, Mike. The Great Bob Jones. Boston; Harcourt Brace Jovanovich, 1997.

Chapter, Section, or Story from a Book

Wilson, Fred. "Bob Jones - A Hero for Our Time," in Twenty Great Americans. New York; Random House, 1996.

Encyclopedia Article

World Book Encyclopedia, 2000 ed., s.v. "Jones, Bob."

Magazine Article

Williams, John. "America's Love Affair with Bob Jones." People, January 1999, pp. 172-177.

Newspaper Article

Sneed, Percival Quentin. "Bob Jones - Threat to the New Age Movement!" Village Voice, May 1, 1999, p.226.

CD-ROM

American History for Elementary School Students. "Jones, Bob." Microsoft Works, 2000.

Internet

<http://www.americatoday.net>. "Bob Jones - A Man for the New Millennium." America Today, 1999.

Video Cassette/DVD

Famous People of the Twentieth Century. 120 min., sound, color/b&w, VHS. Legacy Video Series, 1999.

Sample Biography

Christian Frederick Martin III was born on September 9, 1894, at 152 North Main Street in Nazareth, Pennsylvania, a small town about eighty-five miles from New York City. He was the oldest son of Frank Henry Martin, a factory owner, and Jennie Keller Martin. Except for a brief time when he lived in Princeton, New Jersey, and Blue Ridge, North Carolina, Fred (as he was known to his friends and family) would remain in Nazareth until he died on June 15, 1986, living in a house just a short walk from the one where he was born.

During Fred's growing-up years, the Martin home was a happy, busy place. In addition to his parents and his younger brother Herbert (born December 5, 1895), Fred's two aunts also lived with the family; people everywhere were buying the guitars the family factory made, and his father had enough money to buy the very first car in town. Always a good student, Fred did well enough at school to be accepted to Princeton University, one of the best-known colleges in the world; the sign his father had hung over the bed when he was a boy - "Quality, not Quantity" - became his guide for the rest of his life, and he always believed in doing his very best. He was especially close to his brother Herbert while they were growing up, and the two boys played together in the local orchestra, using instruments made for them at their father's factory. Fred's love for fine wood and good music, along with his natural curiosity, would make him the perfect choice to take over the factory when he got older.

When World War I broke out, Fred tried to enlist in the Army, but they would not take him because of his poor eyesight; instead, he went to work at a YMCA in North Carolina, teaching soldiers who could not read or write. It was here that he met a girl named Daisy Allen, whom he married in 1920. They moved back to Nazareth, where their children Frank and Pamela were born, and Fred went to work in his father's factory, cutting pieces of colored pearl for the beautiful trim work the guitars were known for. Things were going well enough that Fred and his father were able to buy new machines for the factory, but the Depression hit in 1929, and many of the workers had to be laid off. Since most people could not afford to buy instruments, Fred had the idea of using the new machinery to make small toys and jewelry from wood and pearl scraps, along with a few inexpensive guitars; this kept the factory going till things got better. During this time, Fred also had some ideas for making the guitars bigger, stronger, and better sounding - ideas that would make him a wealthy man later on.

Fred Martin may be considered the father of music as we know it today - you can hardly turn on the radio for more than five minutes without hearing someone playing a guitar, and many of the guitars played by today's best musicians were made in the Martin factory, still located in Nazareth, Pennsylvania. One such instrument, called the Dreadnaught - the biggest, loudest guitar of its type when it came on the market in 1932, with a steel bar buried inside the neck for extra strength - proved to be so popular among country (and later folk, blues, and rock) musicians, that it has been copied by nearly every manufacturer in the world; several Martin guitars from the 1930's and 1940's have found their way into both the Country Music and Rock and Roll Halls of Fame, as well as museum and private collections. A number of well-known musicians who became famous using Fred Martin's guitars have "come home" to his grandson Chris (the present head of the company), asking for special models of their own; some of the best-known are rock guitarists Eric Clapton, Stephen Stills, and Roger McGuinn; folk singers Joan Baez, Diane Ponzio, and the Kingston Trio; and country musicians Marty Stuart, Johnny Cash, and Willie Nelson. To those who own them, Fred Martin's guitars are considered "the best of the best"; in fact, it is even possible that people like Elvis Presley, Kurt Cobain, and the Indigo Girls would never have become famous without one of his wonderful creations to help them on their way to the top.

Bibliography

Gruhn, George and Carter, Walter. Acoustic Guitars and Other Fretted Instruments. San Francisco; GPI Books, 1993.

<http://www.mguitar.com>. "Martin History." C.F. Martin & Co., Inc., 1999.

Longworth, Mike. Martin Guitars: A History. Minisink Hills; Four Maples Press, 1988.

The Martin Guitar Story by Dennis Baxter. 55 min., sound, color/b&w, VHS. The Martin Guitar Company, 1994.

Washburn, Jim and Johnston, Richard. Martin Guitars: An Illustrated Celebration of America's Premier Guitarmaker. Emmaus; Rodale Press, 1997.

World Book Encyclopedia, 1990 ed., s.v. "Guitar."

Lesson 3

Aim: What sources of information can we use to help us prepare our research reports? (Curriculum Areas: Language Arts, Social Studies)

Objectives:

- [1] Students will become familiar with the various printed and multimedia sources available for use in the preparation of their research projects
- [2] Students will be able to prepare bibliographic citations using standard stylistic formats

Materials: Matter related to the life of Abraham Lincoln (see below); Biography Research Guidelines worksheet from previous lesson

Explanation: *This lesson to be conducted in school library*

Planning Tips:

- [1] Display and discuss a collection of materials related to the life of Abraham Lincoln (biographies, historical works about the Civil War period, CD-ROMs, videos, encyclopedias, copy of Gettysburg Address, etc.)
- [2] Motivation - Introduce lesson by asking class what all these materials have in common (they all have something to do with Abraham Lincoln)

What to Do:

- [1] Elicit from class why such a broad variety of materials would be necessary to prepare a thorough research report (information may be available from one source that is not available from another).
- [2] Review strategies for recalling detail/sequence of events when reading; explain that significant details can be amplified/corroborated by a variety of sources.
- [3] Assign one student to look up the listing for Abraham Lincoln in the encyclopedia and to locate and read information about the Gettysburg Address out loud to the class (this should consist of two or three sentences). Ask class where we could go to find more information about the Gettysburg Address (biographies, works about the Civil War, Internet search, CD-ROM, copy of original document).
- [4] Explain that these are all excellent sources and that when a writer prepares a book for publication, he/she needs to provide a list telling where the information came from. We call this list a bibliography.
- [5] Discuss rules for bibliography preparation (Section V of outline) and compare with entries in sample biography distributed during last lesson. Explain that by using the bibliographies contained in each of their source works, students will be able to access additional research sources.
- [6] Divide class into five cooperative learning groups. Using collection on display, as well as materials from library shelves, assign each group to locate additional sources of information about the Gettysburg Address; group will prepare source citations in accord with rules.

What Happened? :

Students were able to access research information from a broad variety of printed and electronic sources, and prepare appropriate bibliographic citations for each.

What Next? :

Students undertake individual research projects. Information is obtained from previously introduced sources, in addition to Internet searches undertaken both during regularly scheduled Computer classes and at home. Drafts are read, critiqued, edited, and corrected by both teacher and cooperative learning groups (modified Writing Process); semi-final and final copies are produced in the Computer Lab using AppleWorks. Under the guidance of the Computer teacher, students save final copies (after approval by classroom teacher) to central file for later compilation.

Lesson 4

Aim: What is a millennium? (Curriculum Areas: Mathematics, Language Arts, Social Studies)

Objectives:

- [1] Students will become familiar with the terminology for expressing extended periods of time as multiples of ten
- [2] Students will be able to create a visual representation of, and explain the relationship between, a decade, a century, and a millennium

Materials: adding machine tape, scissors, Scotch tape, writing supplies (pen/pencil, notebook/paper)

Planning Tips:

Motivation - Tell class, "I'm thinking of a number..." Give clues in riddle form; elicit activity title or say, "Today we will learn how much is 1000."

What to Do:

[1] Write the number "1000" on the board. Ask the class how many ways they can write 1000. Brainstorm and create a web of responses (e.g., pictorial representation in plane or solid form, addition or multiplication examples, expanded notation, etc.) Write the following pattern on the board:

1000, _____, 3000, 4000, _____, 6000

- [2] Ask students to find the missing numbers and be ready to explain the strategies they used.
- [3] Ask the class what is so special about the year 2000. (Elicit that it marks the beginning of a new millennium) Explain that every one thousand years represents a new millennium (note prefix mill-, from the Latin meaning "one thousand"). Determine how many millennia (plural of millennium) have passed since the beginning of our calendar system (two). Explain that in our society we measure time according to the Christian calendar; teach terminology B.C. and A.D.
- [4] To help students understand how long a millennium is, take a roll of adding machine tape; cut off a one-inch strip. Explain that this strip represents one year; ask how many strips we will need to make ten years (ten). "What do we call a ten-year period?" (A decade)
- [5] Measure out a 10" strip, cut and label "10 Years." Ask class how many 1" strips would be needed to measure 100 years (100); "How many 10" strips would we need?" (10)
- [6] Ask class what we call a period of 100 years (century; note prefix cent-, meaning one hundred). Measure out a 100" strip; cut and label "100 Years." "How many 1" strips would we need to measure 1000 years?" (1000) "What do we call a period of 1000 years?" (A millennium) "How many 100" strips would we need to measure 1000 years?" (10) "How many centuries make one millennium?" (Refer back to pattern if necessary.)
- [7] Working in assigned groups, the class will create a visual millennium. Groups will tape the correct number of strips together to make a century, which they will then lay out on the hallway floor; strips will then be connected to make a millennium. (Note: about 28 yards of space is needed). Discuss thoughts about the activity.
- [8] Make a chart to show time-period relationships; have students copy the chart in notebook.
 - 10 years = 1 decade
 - 100 years = 1 century
 - 1000 years = 1 millennium
 - also:
 - 10 decades = 1 century
 - 10 centuries = 1 millennium
 - 100 decades = 1 millennium

What Happened? :

Students were able to recount the different numerical combinations that produce the larger units and conceptualize the significant length of time represented by both a century and a millennium.

What Next?:

Next lesson – How can we show events in the order that they happened?

In this lesson, each child will create a personal timeline measuring and cutting strips of adding machine tape; the class will create a series of timelines that reflect historical milestones (100-year intervals); and the class will combine 100-year timelines to create a millennial timeline for the years 1000 - 2000.

Lesson 5

Aim: How can we show events in the order that they happened? (Curriculum Areas: Mathematics, Language Arts, Social Studies)

Objectives:

- [1] Students will extend concepts of ordering larger numbers by creating a timeline
- [2] Students will create personal and group time lines that reflect important historical events

Materials: adding machine tape, scissors, Scotch tape, writing supplies (pen/pencil, notebook/paper)

Planning Tips:

Challenge game - display a set of five cards that show the birth years of some famous people. Have the students order the cards one step at a time, in as few moves as possible. Discuss strategies used by students to place time cards in order.

What to Do:

- [1] Draw a number line on the board, with marks placed at 100-year intervals for the years 1000-2000; do not write numbers on line. Ask students to describe what they see (elicit number line).
- [2] Write the numbers 1000 and 2000 in the appropriate places; discuss where 1500 should go. Ask for volunteers to fill in the rest of the line.
- [3] Ask the students to explain why number lines are helpful (they help us to understand the relationship of one number to another).
- [4] Review the rules for rounding to the nearest hundred.
- [5] Refer to the number line; ask why the numbers 1000 and 2000 are important to this project (they each mark a millennium). Since a millennium is a unit of time, we call this type of number line a timeline. Explain that timelines help us understand the relationship of one event to another.
- [6] Ask for volunteers to place cards showing birth years in the appropriate places on the timeline; review rules for rounding to the nearest ten if necessary.
- [7] Distribute "Time on Your Hands" activity sheet; students create both individual and class timelines.

What Happened?:

Students were able to create individual timelines for their research subjects, and combine their results to create a single timeline for the millennium 1000-2000.

What Next?:

Each of the five cooperative learning groups is assigned two centuries; groups are responsible for finding at least five important events that occurred during each century. Results are compiled and organized; using AppleWorks a single parallel timeline is created, showing the relationship of the lifetimes of the research subjects to important events in world history.

Time on Your Hands?

In the last lesson, we used paper strips to learn how long a millennium is, and how many years, decades, and centuries are needed to make a millennium. Using what we have learned, we are going to create individual and class timelines for our Millennium Commemorative research subjects.

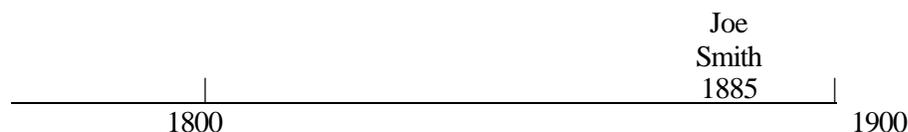
Individual:

Measure out a 10" strip of paper. Using a ruler, divide it into 1" sections; label each section at the top with the beginning year of the century, starting with the year 1000, using the example below:

1000 1100 1200 1300 1400 1500 1600 etc.



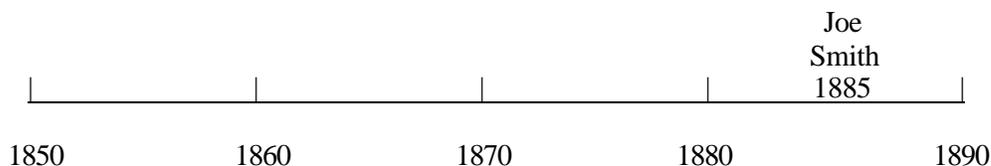
In the appropriate century boxes, write the names of your research subjects, along with the years in which they were born. Be careful to place them correctly in the boxes; if, for example, your person was born in 1885, you would place their name and birth year much closer to the 1900 line than the 1800 line:



Class:

When you have finished, we will combine our results to create a timeline that reflects both the birth dates of our subjects, and the important events that took place in the world during the last millennium.

Ten 10" strips (each representing one century in the last millennium) will be available at the front of the room; each strip will be divided into decades. You will be called up in century order (1000-1100, 1100-1200, etc.) to enter the information from your individual timeline on the class timelines. Be sure to enter your information in the proper decade as well as the proper century; using the example below:



Each of the five cooperative learning groups will be assigned two centuries. Using the library, Internet, CD-ROM, etc., each group will be responsible for finding at least five important events for each century assigned; these will be added to the timelines for each century. Do not use the birth/death of your research subjects (or any member of their families) as one of the events, as the birth dates have already been listed separately. One suggestion from each century (which you may use if you wish) is given below.

1095 - Crusades begin

1192 - Yoritomo becomes first shogun to rule Japan

1215 - King John of England forced to sign Magna

Carta, first bill of rights in modern history

1368 - Ming Dynasty comes to power in China

1453 - Byzantine Empire conquered by Ottoman Turks

1588 - English Navy defeats Spanish Armada

1620 - Pilgrims land in Massachusetts

1789 - French Revolution begins

1869 - Transcontinental railroads open in Canada and U.S.

1967 - Israel captures Old City of Jerusalem

What's My Line?

As you have been doing research for your Millennium Project reports, you have become familiar with some people who have had a major impact on the world - for better or worse - over the last one thousand years. You have also seen that not all of them became famous for the same reasons, or in the same line of work. In the Appendix section of the final publication, there will be an index grouped according to the fields in which each of the people in the book became famous. You will need to classify your names into one - or more - of the following eight categories, keeping in mind that a person may have become famous in several different fields or for several different reasons. Some of the categories are obvious; an explanation follows those that need explaining or clarification. A sample breakdown, drawn from names that made the "runner-up" list in the original survey, is given at the end. (Please note: NONE of the names given below are on the Millennium Project list!)

THIS ASSIGNMENT IS DUE ON MONDAY, MAY 1

Categories

1. Art, Music, Film, Theater
2. Charity, Philanthropy, Social Causes - People in this category devoted a major part of their time and/or money working for peoples' rights, helping the sick and/or needy, or trying to improve conditions for everybody
3. Exploration and Discovery
4. Industry, Business, Economics - These people will be bankers, heads of large companies, or those who developed ideas that made a major contribution to the business world
5. Literature
6. Military, Political - Individuals who led their country in times of war or peace, helped to establish a new form of government and/or make major changes in the existing one, or had a major influence on government leaders as a result of their ideas and writings
7. Religion, Philosophy, Education - People whose ideas changed the way we think about ourselves, about God, or about others, and/or how we relate to any or all of these
8. Science, Medicine, Mathematics - Inventors in any field will be included here, as well as doctors, astronomers, chemists, etc.

SAMPLE LISTArt, Music, Film, Theater

Cecil B. DeMille
George Frederick Handel
Rembrandt

Exploration and Discovery

Hernando Cortez
Lewis and Clark
Amerigo Vespucci

Literature

Charles Dickens
John Milton
Walt Whitman

Religion, Philosophy, Education

Billy Graham
Mother Teresa
Pope John Paul II

Charity, Philanthropy, Social

Andrew Carnegie
William Wilberforce
Mother Teresa

Industry, Business, Economics

Andrew Carnegie
John D. Rockefeller
Donald Trump

Military, Political

Menachem Begin and Anwar
Sadat
John F. Kennedy
Pope John Paul II

Science, Medicine, Math

Robert Goddard
Johannes Kepler
Christiaan Barnard

Aim: How can we accurately portray our historical research subjects? (Curriculum areas: Language Arts, Social Studies, Performing Arts; other curriculum areas as determined by the occupation of the individual portrayed)

Objectives:

- [1] Students will perform an individual dramatic presentation in which they each portray one of their research subjects
- [2] Students will be able to answer audience questions about the subjects' lives and work

Materials: Appropriate costumes and props for each subject

Planning Tips:

Motivation - "John Lennon" addresses the class, discusses his life and influence on music, and performs some of his work. (Note: For this part of the lesson, any individual from the list may be portrayed as parent/staff resources permit.) Students are given the opportunity to ask questions.

What to Do:

- [1] Ask the class what made the presentation so convincing (period-appropriate costume, presentation, speech/mannerisms, knowledge of subject's life including terminology appropriate to time period, props); create a web of class responses.
- [2] Along with the class, select three names from the list of research subjects; be sure that these individuals lived in significantly different time periods/geographic locations.
- [3] Draw a timeline on the board; ask class to place each individual in his/her proper time period.
- [4] Using the timeline, class creates a web for each individual, showing significant contemporary events/inventions.
- [5] Emphasize that the person that they choose to portray would only have knowledge of inventions that were around before or during his/her lifetime. (Columbus, for example, would not have been able to navigate using radar or global-positioning satellites.)
- [6] Based on previous reading/research assignments, discuss evolution/changes in clothing styles over time; ask the class to describe possible attire for each of the individuals listed on the board.
- [7] Ask class that if they could ask each of these individuals just one question, what would that question be? Remind students that, as they portray their subjects, they need to be prepared to answer questions of this type about their life and work. Distribute and discuss "Living History" worksheet.

What Happened?:

Students were able to recognize the important elements of a historically accurate dramatic presentation.

What Next?:

Students acquire appropriate costumes/props and review research papers in preparation for individual dramatic presentations.

Living History

Many of us are familiar with places like Colonial Williamsburg and Historic Richmondtown, where costumed actors portray life as it was during a particular time in history. As a follow-up activity to the Millennium Commemorative, each class member will portray - in costume - one of the historic individuals represented in our publication.

At the beginning of the year we conducted interviews with each other, after which we introduced the person we interviewed, and told something about them. For this assignment, each of you will choose one of the five people that you wrote about in your reports. Based on what you have learned about this person's life, likes/dislikes, personality, family, achievements, goals, ideas, etc., you will prepare a short (about five minutes - no more) dramatic presentation, in which you "become" this person for the class.

Here are some guidelines for you to follow in preparing your presentation:

[1] Keep in mind the time period in which this person lived - someone born in 1750 would not have worn jeans and sneakers, or played Nintendo while they were growing up (refer to your timeline for some clues as to which things were around - and which things were not).

[2] Remember the occupation/field in which this person became famous - a scientist or inventor would have spent many long hours in the laboratory working on a project, while an author might have been inspired by something he/she saw while walking down the street.

[3] Try to feel and think the way you believe this person would have - good or bad. Everyone does things for a reason; even though you may not agree with the reasons for, or the results of, their actions (there are several people on the list who qualify), try to explain them as best you can.

[4] Do your best to make your listeners believe that you really are this person - when you are watching an exciting movie, it is easy to forget that nothing you see is real.

[5] Know enough about this person so that you can answer questions that your friends might ask- an explorer or sailor should be able to explain how to read a map or describe life on a sailing ship.

When you make your presentation, you MAY:

- refer to your report (you do not have to memorize it!)
- use notes containing any additional information you think you might need
- use props (a stethoscope for a doctor/nurse, an instrument for a musician, etc.)

You MAY NOT read your report word-for-word to the class

You also don't need to spend a lot of money to assemble your costume - look around for any common household items you can use, and/or borrow from your family and friends.

PRESENTATIONS WILL BE GIVEN ON MONDAY, JUNE 12

Please see me NO LATER THAN JUNE 5 if you are having a problem putting together your costume; otherwise, you will be expected to be fully prepared on the day of your presentation. You will be marked on your presentation, and marks will be counted toward your final grade in Communication Arts - so do your best!

Please have your parent read this assignment sheet, and sign and return the bottom part tomorrow.

+++++READ AND SIGN BELOW+++++

Dear Mrs. DeRosa: I have read the assignment sheet for the June 12 Living History presentation with my child; I understand that this assignment will count toward his/her final grade in Communication Arts.

Child's Name _____

Parent's Signature _____

Date _____

A Blast From the Past

Imagine that while working on your millennium research, you found a dusty old box on the back of a shelf in the library. You open the box and find a stack of papers and personal items belonging to one of your research subjects...

Or...

You're in a restaurant having dinner with your family, discussing your millennium report with them and don't notice the person sitting at the next table, who hears your conversation. As you continue, someone walks over to your table and begins to tell you things about your research subject that you never imagined. After paying the check, this person walks back to you, hands you a business card, and says, "Glad I could be of help to you. Keep up the good work." Looking at the name on the card, you realize that you just met the author of the biography you've been using to do your research...

Impossible...?

Not really!

As the final activity in our millennium project, we will be assembling a class "time capsule" that will be sealed and placed in storage on the last day of school, not to be opened again until the year 2009.

Time Capsule - Year 2000

Inside the time capsule will be both class and individual submissions. Class submissions will include:

- a class picture
- a class roster
- a copy of each student's millennium research reports
- a P.S. 177 75th Anniversary t-shirt

Your individual submissions may include:

- a wallet-size picture of yourself (please write your name on the back)
- one small personal item; this may not be anything of great value to you or any member of your family, nor any perishable item (food, candy, etc.)
- a personal statement; this may express your feelings, goals, dreams, etc. - no more than one or two sentences on a small index card, signed and dated (you may attach your picture to this card)

We may also vote on other items to be included in the time capsule.

Do not submit any item that you think you will need or want at any time in the near future; once the time capsule is sealed and stored it will not be opened for any reason.

After you graduate from P.S. 177, please be sure to keep in touch with me and as many of your friends as possible. If you move, please let someone (preferably two or three people from your old class) know your new address and phone number, since we will need to contact you in the future.

Time Capsule - Year 2009

In June 2009 you will be graduating from high school; hopefully most, if not all, of you will be planning to go on to college. At that time we will be planning an Authors' Day Reunion, when the Millennium Kids (that's you!) will return to P.S. 177 as a class for the first time since graduation (please contact me - and each other - beginning in October 2008 so that we can begin preparations). The time capsule will be opened at that time, and you will have a chance to tell the third-graders of 2009 what life was like for you back in "Y2K." You will also have an opportunity to discuss with the class and each other how we went about preparing the Millennium Commemorative, which will be a permanent part of the class library.

Some Final Reflections

The Foreword mentions that people who do not learn from history are doomed to repeat it. As I read through your reports, I noticed that a good number of you connected with your research subjects on a very personal level, and that in many cases they became role models - some positive, some negative. I believe that this is the most valuable lesson to be learned from this project, and the fact that you have mastered this difficult concept at so early an age speaks well for you and your families.

During my summer vacation travels in West Virginia, I overheard an old country proverb: "Ya can't know where yer goin' till ya know where ya been." Although the language is a little strange to us New Yorkers, the idea is a good one. As a result of this project, you know where you've been - and many of you have already decided where you're going. It is my fervent hope that you will continue to be positive role models, both now and in the future, and that you will provide a living legacy for the students of P.S. 177 for many years to come.

Sincere best wishes for a lifetime of success.

Marianne DeRosa
June 2000

Appendix I – The 100 Most Important People of the Millennium

- | | | |
|--------------------------|-------------------------------|-----------------------------|
| 100. Suleiman I | 65. Werner Heisenberg | |
| 99. Vasco da Gama | 64. Pablo Picasso | |
| 98. Louis Armstrong | 63. Jane Austen | |
| 97. Jonas Salk | 62. Walt Disney | |
| 96. Enrico Caruso | 61. Michael Faraday | 30. Ludwig von Beethoven |
| | | 29. Henry Ford |
| 95. Charlie Chaplin | 60. Franklin D. Roosevelt | 28. Johann Sebastian Bach |
| 94. Patient Zero | 59. Immanuel Kant | 27. Napoleon Bonaparte |
| 93. Eleanor Roosevelt | 58. Joan of Arc | 26. Wolfgang Amadeus Mozart |
| 92. Florence Nightingale | 57. Elvis Presley | |
| 91. Steven Spielberg | 56. Elizabeth Cady Stanton | |
| | | 25. James Watt |
| 90. Louis Daguerre | 55. Ferdinand Magellan | 24. Thomas Aquinas |
| 89. Susan B. Anthony | 54. Marco Polo | 23. Abraham Lincoln |
| 88. Robert Oppenheimer | 53. Marie Curie | 22. Genghis Khan |
| 87. Rachel Carson | 52. Winston Churchill | 21. George Washington |
| 86. James Joyce | 51. Edward Jenner | |
| | | 20. Adam Smith |
| 85. Ronald Reagan | 50. Margaret Sanger | 19. Michelangelo |
| 84. Guglielmo Marconi | 49. Mikhail Gorbachev | 18. John Locke |
| 83. Peter the Great | 48. Mary Wollstonecraft | 17. Mahatma Gandhi |
| 82. Niels Bohr | 47. Charles Babbage | 16. Adolf Hitler |
| 81. Nelson Mandela | 46. Niccolo Machiavelli | |
| | | 15. Thomas Jefferson |
| 80. Elizabeth I | 45. William the Conqueror | 14. Thomas Edison |
| 79. Joseph Stalin | 44. Alexander Graham Bell | 13. Louis Pasteur |
| 78. Queen Isabella | 43. Mao Zedong (Tse-tung) | 12. Sigmund Freud |
| 77. Thomas Hobbes | 42. Gregor Mendel | 11. Leonardo da Vinci |
| 76. The Beatles | 41. Bill Gates | |
| | | 10. Galileo Galilei |
| 75. Gregory Pincus | 40. Orville and Wilbur Wright | 9. Nicolaus Copernicus |
| 74. Enrico Fermi | 39. Dante Alighieri | 8. Albert Einstein |
| 73. Princess Diana | 38. Francis Bacon | 7. Karl Marx |
| 72. Simon Bolivar | 37. Voltaire | 6. Christopher Columbus |
| 71. Harriet Tubman | 36. Alexander Fleming | |
| | | 5. William Shakespeare |
| 70. Pope Gregory VII | 35. Vladimir Ilyich Lenin | 4. Charles Darwin |
| 69. William Harvey | 34. Jean-Jacques Rousseau | 3. Martin Luther |
| 68. Benjamin Franklin | 33. Martin Luther King, Jr. | 2. Isaac Newton |
| 67. Vladimir Zworykin | 32. Rene Descartes | 1. Johann Gutenberg |
| 66. D.W. Griffith | 31. Watson and Crick | |

Appendix II - List by Field of Achievement

Art, Music, Film, Theater

Louis Armstrong (98)
 Enrico Caruso (96)
 Charlie Chaplin (95)
 Steven Spielberg (91)
 Louis Daguerre (90)
 Ronald Reagan (85)
 The Beatles (76)
 D.W. Griffith (66)
 Pablo Picasso (64)
 Walt Disney (62)
 Elvis Presley (57)
 Ludwig von Beethoven (30)
 Johann Sebastian Bach (28)
 Wolfgang Amadeus Mozart (26)
 Michelangelo (19)
 Leonardo Da Vinci (11)

Charity, Philanthropy, Social Causes

Eleanor Roosevelt (93)
 Florence Nightingale (92)
 Susan B. Anthony (89)
 Nelson Mandela (81)
 Princess Diana (73)
 Harriet Tubman (71)
 Benjamin Franklin (68)
 Franklin D. Roosevelt (60)
 Elizabeth Cady Stanton (56)
 Margaret Sanger (50)
 Mary Wollstonecraft (48)
 Martin Luther King, Jr. (33)
 Henry Ford (29)
 Abraham Lincoln (23)
 Mahatma Gandhi (17)
 Thomas Jefferson (15)

Exploration and Discovery

Vasco Da Gama (99)
 Ferdinand Magellan (55)
 Marco Polo (54)
 Christopher Columbus (6)

Industry, Business, Economics

Walt Disney (62)
 Bill Gates (41)
 Henry Ford (29)
 Adam Smith (20)
 Thomas Edison (14)

Literature

Rachel Carson (87)
 James Joyce (86)
 Benjamin Franklin (68)
 Jane Austen (63)
 Mary Wollstonecraft (48)
 Niccolo Machiavelli (46)
 Dante (Alighieri) (39)
 Francis Bacon (38)
 Voltaire (37)
 Jean-Jacques Rousseau (34)
 Rene Descartes (32)
 St. Thomas Aquinas (24)
 Adam Smith (20)
 John Locke (18)
 William Shakespeare (5)

Military, Political

Suleiman I (100)
 Susan B. Anthony (89)
 Ronald Reagan (85)
 Peter the Great (83)
 Nelson Mandela (81)
 Elizabeth I (80)
 Joseph Stalin (79)
 Queen Isabella (78)
 Princess Diana (73)
 Simon Bolivar (72)
 Pope Gregory VII (70)
 Benjamin Franklin (68)
 Franklin D. Roosevelt (60)
 Joan of Arc (58)
 Winston Churchill (52)
 Mikhail Gorbachev (49)
 Niccolo Machiavelli (46)

William the Conqueror (45)
 Mao Zedong (43)

Francis Bacon (38)
 Voltaire (37)
 Vladimir Lenin (35)
 Martin Luther King, Jr. (33)
 Napoleon Bonaparte (27)
 Abraham Lincoln (23)
 Genghis Khan (22)
 George Washington (21)
 Mahatma Gandhi (17)
 Adolf Hitler (16)
 Thomas Jefferson (15)
 Karl Marx (7)
 Christopher Columbus (6)

Religion, Philosophy, Education

Thomas Hobbes (77)
 Gregory Pincus (75)
 Pope Gregory VII (70)
 Immanuel Kant (59)
 Joan of Arc (58)
 Mao Zedong (43)
 Francis Bacon (38)
 Voltaire (37)
 Vladimir Lenin (35)
 Jean-Jacques Rousseau (34)
 Martin Luther King, Jr. (33)
 Watson and Crick (31)
 St. Thomas Aquinas (24)
 John Locke (18)
 Mahatma Gandhi (17)
 Adolf Hitler (16)
 Sigmund Freud (12)
 Galileo Galilei (10)
 Karl Marx (7)
 Charles Darwin (4)
 Martin Luther (3)
 Isaac Newton (2)
 Johann Gutenberg (1)

Science, Medicine, Mathematics

Jonas Salk (97)

Patient Zero (94)

Florence Nightingale (92)

(Cont'd.)

Louis Daguerre (90)

Robert Oppenheimer (88)

Rachel Carson (87)

Guglielmo Marconi (84)

Niels Bohr (82)

Thomas Hobbes (77)

Gregory Pincus (75)

Enrico Fermi (74)

William Harvey (69)

Benjamin Franklin (68)

Vladimir Zworykin (67)

Werner Heisenberg (65)

Michael Faraday (61)

Marie Curie (53)

Edward Jenner (51)

Margaret Sanger (50)

Charles Babbage (47)

Alexander Graham Bell (44)

Gregor Mendel (42)

Bill Gates (41)

Orville and Wilbur Wright
(40)

Alexander Fleming (36)

Rene Descartes (32)

Watson and Crick (31)

James Watt (25)

Thomas Jefferson (15)

Thomas Edison (14)

Louis Pasteur (13)

Sigmund Freud (12)

Leonardo Da Vinci (11)

Galileo Galilei (10)

Nicolaus Copernicus (9)

Albert Einstein (8)

Charles Darwin (4)

Isaac Newton (2)

Johann Gutenberg (1)

Appendix III - Alphabetical Listing

Susan B. Anthony	Genghis Khan	Marco Polo
Thomas Aquinas	Mikhail Gorbachev	Pope Gregory VII
Louis Armstrong	D.W. Griffith	Elvis Presley
Jane Austen	Johann Gutenberg	
		Ronald Reagan
Charles Babbage	William Harvey	Eleanor Roosevelt
Johann Sebastian Bach	Werner Heisenberg	Franklin D. Roosevelt
Francis Bacon	Adolf Hitler	Jean-Jacques Rousseau
The Beatles	Thomas Hobbes	
Ludwig von Beethoven		Jonas Salk
Alexander Graham Bell	Queen Isabella	Margaret Sanger
Niels Bohr		William Shakespeare
Simon Bolivar	Thomas Jefferson	Adam Smith
	Edward Jenner	Steven Spielberg
Rachel Carson	Joan of Arc	Joseph Stalin
Enrico Caruso	James Joyce	Elizabeth Cady Stanton
Charlie Chaplin		Suleiman I
Winston Churchill	Immanuel Kant	
Christopher Columbus	Martin Luther King	Harriet Tubman
Nicolaus Copernicus		
Francis Crick	Vladimir Lenin	Voltaire
Marie Curie	Abraham Lincoln	
	John Locke	George Washington
Louis Daguerre	Martin Luther	James D. Watson
Dante (Alighieri)		James Watt
Charles Darwin	Nicolo Machiavelli	William the Conqueror
Leonardo Da Vinci	Ferdinand Magellan	Mary Wollstonecraft
Rene Descartes	Nelson Mandela	Orville and Wilbur Wright
Princess Diana	Mao Zedong (Mao Tse-tung)	
Walt Disney	Guglielmo Marconi	Vladimir Zworykin
	Karl Marx	
Thomas Edison	Gregor Mendel	
Albert Einstein	Michelangelo	
Elizabeth I	Wolfgang Amadeus Mozart	
Michael Faraday	Napoleon (Bonaparte)	
Enrico Fermi	Isaac Newton	
Alexander Fleming	Florence Nightingale	
Henry Ford		
Benjamin Franklin	Robert Oppenheimer	
Sigmund Freud		
	Louis Pasteur	
Galileo Galilei	Patient Zero	
Vasco da Gama	Peter the Great	
Mahatma Gandhi	Pablo Picasso	
Bill Gates	Gregory Pincus	

Appendix IV – Sample Entries

#97 - Jonas Salk

Jonas Salk was born in 1914 in New York City. He lived until the age of fifty.

Jonas came from a wealthy, well-educated, loving family. He was an excellent student, and had a close friend named Torre, with whom he had very much in common. He became interested in science at school, and decided early on to pursue a career as a scientist. One of his favorite hobbies was playing scientist with a kit, mixing water with salt and watching the results. He was a hard worker, and his effort earned him a scholarship to the University of Michigan.

Jonas Salk married and had three sons. His own family was as happy and loving as when he was growing up.

As a medical researcher, Jonas enjoyed seeing people being cured of serious diseases. This led him to develop a vaccine for poliomyelitis, and it is for this that he became famous. The vaccine weakened the disease germs, creating immunity.

Polio, as it was known, was a very serious, even deadly disease that crippled its victims, including President Roosevelt and violinist Itzhak Perlman. Salk's vaccine, and later that of Sabin, would prevent children from spending the rest of their lives on crutches, in wheelchairs, or in a huge machine called an iron lung.

- Diana Malabunga

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www.biography.com; "Jonas Salk"

#83 - Peter the Great

Peter the Great (or Peter I) was born on June 9, 1672 in Moscow, Russia to Czar Alexis I (Mikhailovich) and Natalia Naryshkin. He had two older half-brothers, Fyodor and Ivan, and one younger sister, Sofia.

Although the family was extremely wealthy, Peter received very little formal education as a child, barely being able to read and write. He did, however, have one hobby that helped him become famous: science, which he liked very much. Russia was very backward at the time, and Peter knew that they needed to become more modern. Believing education would be a great help, he began to visit the quarter for foreigners in Moscow, where he learned from a variety of specialists what he wanted to know most about military and naval matters, geometry, and the erection of fortifications. His mother's attempts to change his ways, by marrying him off to Eudoxia Lupokhina in 1689, was a complete failure. A second marriage to the daughter of a Scottish officer in Russian service produced only one son to reach maturity, Alexis.

During his reign, Peter brought Western culture to Russia, built roads and canals, secured seaports for trade, and modernized the army and navy. It is in the military arena that Peter is best remembered. In the spring of 1709

he launched the first large-scale Russian military intervention in Poland with the dispatch of 13,000 troops under Field Marshal Goltz, the most important foreign commander in Russian service at the time. Peter also tried to destroy Turkey in 1719. His plans went very well, and after a two-month siege the nation surrendered. This was his greatest victory, and he celebrated it upon his return to Moscow in October of that year.

Peter was also the only Russian Czar to be considered a national hero under the Communist government (who killed the last Czar in 1917) because of his great work. He was also "great" because under his reign Russia became a regimented state. Certainly the influence of foreign ideas and techniques in Russian life continued to grow. Both his reforms and his swift, often cruel reprisals for infractions of his regulations made indelible impressions on Russian life. Perhaps the best example is that of his own son Alexis, whose boasts about succeeding his father on the throne led Peter to throw him into prison, where he was tortured to death in 1718. Peter himself died in St. Petersburg on February 8, 1725, leaving the throne to his wife, Empress Catherine I.

Did you know...?

- Peter the Great was six feet, eight inches tall - tall enough to play professional basketball - and so strong that he could bend a ruble - a Russian coin about twice the size and thickness of an American quarter - between his fingers!

- Kubra Kalkan, Vitaliy Ponomarev, & Shirley Wu

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World Book Encyclopedia, 1999 ed. s.v. "Peter the Great"

#4 - Charles Darwin

Charles Darwin was born in 1809 in Shrewsbury, Shropshire, England. He was the son of Robert Waring Darwin and his wife Susannah, and the grandson of the scientist Erasmus Darwin and the potter Josiah Wedgwood (of Wedgwood China fame). Darwin's mother died when he was eight years old, and he was brought up by his sister. He was taught classics at Shrewsbury, and then sent to Edinburgh to study medicine. He was sent to Christ College in 1827 to study theology, and then attended the University of Cambridge in 1831. During this period he loved to collect plants, insects, and geological specimens, guided by his cousin William Darwin Fox, an entomologist.

Darwin met and became friends with John S. Henslow, a geologist and botanist who helped him get aboard the surveying ship H.M.S. Beagle. The Beagle set sail in 1831 on a five-year charting cruise of South American and Australian waters, and Darwin was able to observe and study in many regions of the world. He collected a variety of plant and animal specimens, and from his notes and observations began to develop the theory that would make him famous.

He returned to England and began a life of study and scientific investigation, becoming friends with Sir Charles Lyell, and secretary of the Geological Society (1838-1841). In 1839 he married his cousin Emma Wedgwood (1808-1896), and published his book Zoology of the Voyage of the Beagle in 1840. From 1842 he lived at Downe House in Kent, a country gentleman among his gardens, conservatories, pigeons, and fowls; here he gained invaluable practical knowledge in variation and interbreeding. Private means enabled him to devote himself to science, in spite of continuous ill health; it was not realized until after his death that he suffered from a rare disease contracted as the result of an insect bite while in South America.

In 1844 Darwin wrote his greatest book, Origin of Species, in which he proposed his theory of evolution by means of natural selection. In Descent of Man he suggested that man and ape could have both evolved from a common ancestor. Both of these books caused worldwide controversy. At the same time Albert Wallace, a young naturalist working in the Malay Archipelago, was arriving at a similar conclusion in regard to evolution. Lyell suggested that their papers should be presented at the same time; they were both read at the Linnaean Society of London.

Darwin continued to write and publish scientific works. He died in 1882, leaving eight children and a theory that sparks debate to this day.

- John Botterio & Jimmy Hong

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New Standard Encyclopedia, s.v., "Darwin, Charles"
www.baruch.cuny.edu/slas/darwin/biography/body.html
www.biography.com; "Charles Darwin"
www.darwinfoundation.com

#1 - Johann Gutenberg

Johann Gutenberg was born around the year 1400 (perhaps as early as 1394), probably in Mainz, Germany, and was trained as a goldsmith. His name does not appear on any of the works attributed to him.

Gutenberg first designed type that would space evenly on a page, and also look pleasing to the eye. His first type was cast from an alloy of lead, antimony, and tin, and consisted of 290 separate symbols. He also had to find an ink that would not fade or be too thick, and came up with the combination of boiled linseed oil and lampblack, or soot. He adapted a wine press for printing; it was waist-high and had a rolling tray, so he could slide the paper in and out. The Gutenberg Bible, printed in 1455, was the first Bible ever printed, and the first book printed in Europe. Gutenberg died on February 3, 1468 in comparative poverty.

Gutenberg's invention sparked a religious revolution, since it now allowed the common man to possess a Bible for his own personal use and interpretation, an idea that was frowned upon by the Church of Rome. Knowledge and ideas could also be passed from one man to another. This paved the way for not only schools and media, but the Protestant Reformation, the American and French Revolutions, the abolition of slavery, and the overthrow of every tyrant and petty dictator of the last five centuries as well.

We remember and thank Johann Gutenberg for all of this, but most of all for making our class Millennium Commemorative possible.

- Idriz Gjonbalaj & Jimmy Hong

Bibliography

World Book Encyclopedia, 1988 ed., s.v. "Gutenberg, Johann"

www.fecha.org/gutenbergbio.html

www.Gutenberg.de

www.Gutenberg.se

Appendix V – Resources

People: Classroom teacher, Computer teacher

Materials: Portraits and name cards for the following individuals:

Walt Disney

George Washington

Christopher Columbus

Martin Luther King

Elvis Presley

Abraham Lincoln

Writing supplies (chart paper, markers, pens/pencils, paper)

Art supplies (crayons, paint, construction paper, drawing paper, newsprint, chart paper, markers)

Matter related to the life of Abraham Lincoln

Adding machine tape, scissors, Scotch tape

Appropriate costumes and props for individual student dramatic presentations

Books/Magazines: As necessary for each student to complete individual research

Software: AppleWorks; Student Writing Center; Internet search engines (AOL, Yahoo, Earthlink, etc.);

CD-ROM encyclopedias (Encarta, Compton's, etc.)

Equipment: Apple iMac computers; digital camera; printers

Field trips: One – Brooklyn Public Library

Bibliography:

Biography of the Millennium. A&E Network, 1999.

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