

Alive Then / And Again—Activity 10

Purpose To have students learn enough about a nonconforming historic figure to be able to guess how he/she might act in our current society.

Materials *Per student*—Duplication sheet 1 prompts researching and writing about an unconventional person from history; duplication sheet 2 prompts a follow-up writing effort that casts the target person into present day; duplication sheet 3 (chart) facilitates creative thinking about and structuring of the second paper

Procedure

1. Pass out copies of the first duplication sheet. Assign each pupil a research target, or have the student select an unconventional someone from history that they want to research.
2. Students follow your directions (or the directions on the duplication sheet) to gather information on the person.
3. Students will write a newspaper article that describes what a day/week/etc. in the life of the nonconforming thinker would be like back in those days.
4. When the newspaper article is completed satisfactorily, provide the remaining duplication sheets and ask students to focus on the “If that person were alive *today*” chart. (You may wish to pair students to enhance creative thinking about each other’s research targets.)
5. Students use the chart to construct a brief paper (or presentation) describing and defending their imaginings.

Extension In much the same fashion as above, have students take what they know or learn about the interests and habits of mind of a person from some specific era and then creatively apply what they know *This time*, however, rather than using the present day, the students will imagine how the person would behave (or be newsworthy) if he or she were living at some other specified time. For example, they could invent how a 19th century woman suffragist or abolitionist might behave during the 1960s.





New Reporter I.D. _____

Research Target: _____

Number of words: _____

Congratulations, and welcome to your new job as *Time Traveler* journalist. This newspaper sends its reporters back in time to do investigative work. If your editor has already notified you of the person you are to investigate and the length of the story, follow that assignment. If not, select your own “different drummer” (person who thinks differently). Find out the length of the piece that you are to produce. Then, hop in the time travel machine in order to learn all you can about the person.

Your First Assignment

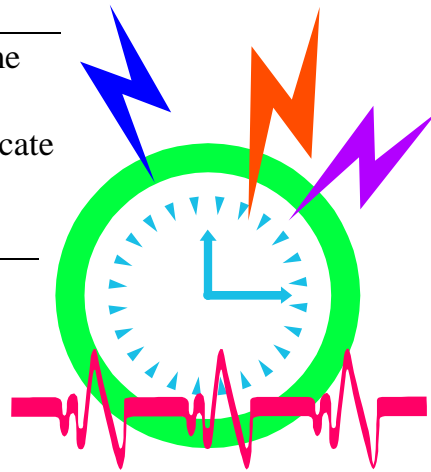
Write a column that tells the reader about how the person lived in his/her own era.

- ❖ Where does the target live and what does he/she do for a living?
- ❖ What does this person do that makes him or her a different drummer in the context of the time?
- ❖ How does this person go about accomplishing the work for which she or he is now noted? (Making things? Writing? Giving speeches? Demonstrating? Etc.)
- ❖ Why does this person do the things he or she does—can the reasons be easily explained?

Invent your own headline. (You may think of the article itself as “A Week in the Life of ____” or perhaps “A Glimpse of ____’s Lifestyle”).

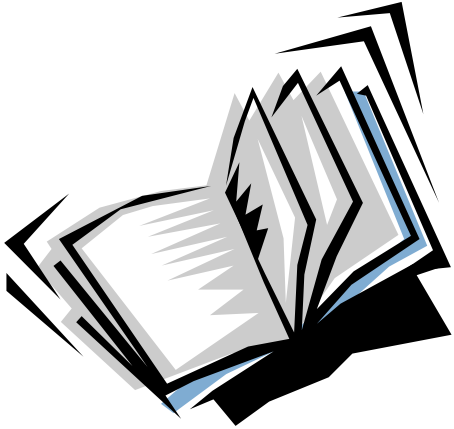
Budgeted for Task: _____ hours in Time Machine

The *Time Traveler* prides itself on using the latest model time travel machine (invented by the clone of America’s premier inventor Thomas Alva Edison). To step into the machine, locate your targeted person in books or computer encyclopedias, and/or on the World Wide Web.



When finished, turn your article in to the editor (teacher).

Follow-up Assignment



New Author I.D. _____

Story Target: _____

Number of words: _____

Bravo! You have proven your worth as a researcher. The product of your previous effort was so creative that the *Time Traveler* editor has suggested you get double duty from your investigative research. You are being assigned to do an article on the different drummer for the magazine subsidiary owned by the paper. This is an honor for a new reporter. And with the magazine article, you can be very inventive. Still, you must portray your target person as accurately as you can. Write a good article and you may get a raise in pay. Good luck.

Write an article on the topic:

“If this Different Drummer were alive today...”

The magazine editor will provide a sample chart that you can use as a preliminary to your writing. First, complete the chart. (You may prefer to make a chart of your own.)

Once you have finished the chart to your satisfaction, use it to write the article and turn in to your editor this cover sheet and both items (attached).

*Remember, the time machine is available if you need it
You may need to get back to your reference books for more information.*

Checklist:

- Chart completed
- Article completed
- All three items attached for submission

Different Drummer _____ [Age imagined below _____]

Time in history my article is based on _____ [Age span studied _____]

Things to consider		
If the Different Drummer were alive today, I think she(he) might...	because when alive she/he did the following....	
<p style="text-align: center;">...have a subscription to these:</p> <p>local newspaper? People Magazine? Better Homes and Gardens? Time? The Congressional Record? The National Enquirer? Slate? Atlantic Monthly? Scientific American? Vanity Fair? Ms.? (<i>you name!</i>)</p>		
<p style="text-align: center;">...be employed as a:</p> <p>teacher? artist? doctor? mechanic? lawyer? civil servant? truck driver? actor? journalist? manufacturer? politician? police officer? grocer? traveling salesperson? nurse? unemployed? (<i>you name!</i>)</p>		
<p style="text-align: center;">...live:</p> <p>on a ranch? in a beach condo? in a hotel? in a suburban tract home? in a mental hospital? in jail? in a townhouse? up over a store? on a farm? in a studio apartment? homeless? at a mountain cabin? on a boat? (<i>you name!</i>)</p>		
<p style="text-align: center;">...do these things:</p> <p>write a book? invent something? go to school? start a newspaper? give speeches? lead nonviolent protests? start a nonprofit agency? wander the country? run for public office? (<i>you name!</i>)</p>		
<p style="text-align: center;">...in his/her spare time be:</p> <p>a gang member? watching a lot of TV? listening to the radio? reading newspapers? seeing movies? reading books? cooking for the family? putting on fancy clothes? cruising the malls? (<i>you name!</i>)</p>		
<p style="text-align: center;">...agree with the following ideas:</p> <p>affirmative action laws; anti-discrimination laws; be pro-life; equal rights for women; equal rights for gay/lesbians; equal rights for freethinkers; freedom of conscience; (<i>you name!</i>)</p>		
<p style="text-align: center;">use/drive mostly a:</p> <p>bicycle? Lexus? VW? electric vehicle? horse? tractor? Chevy? Honda Civic? motorcycle? skateboard? used bus? pickup truck? unicycle? (<i>you name!</i>)</p>		
<p style="text-align: center;">...eat/drink the following:</p> <p>pizza? milk? caviar? vegetarian food? bottled water? cookies and ice cream? beer? diet drinks? rattle snake? stir-fry? fast food? low-fat only? home cooking? (<i>you name!</i>)</p>		
<p style="text-align: center;">...watch programs like:</p> <p>60 Minutes? Oprah? 20/20? nature shows? sit-coms? science fiction? Good Morning, America? rerun westerns? local news? no TV at all? (<i>you name!</i>)</p>		