

## History of a Lifetime

**Subject:** Social Studies

**Grade Level:** Elementary/Middle

### Idaho General Education Performance Standards:

- CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- 4.SS.1.2.1 Identify the major groups and significant individuals and their impact on western expansion and the creation of the State of Idaho.

**Time:** 60 min., plus time for discussion

*Could be done over several days as a class project*

### Supplies:

- Copies of the “History of a Lifetime” worksheet
  - Three blank pieces of copy paper or a 3 ft section of
- butcher/poster paper for each student or team

### Learning Objectives:

Students will:

- Construct a timeline showing events in history at different points in Bud Purdy’s life.

### Content Overview:

By watching a video of a prominent Idaho citizen’s life, students will write down times in his life and compare them with what was occurring in US rangeland history at those times.

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## Instructional Approach:

### Interest Approach:

1. Bud Purdy is a prominent Idaho cattleman who has lived through a lot of the recent history of the United States. By watching a video about Mr. Purdy, students can appreciate all that has changed in one person's lifetime.

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### Learning Activity:

1. Brainstorm with students about how life might have been different for them if they were born 90 years ago. Specifically, talk about changes in technology, government, and ease of travel.
2. Hand out the "History of a Lifetime" worksheet.
3. Explain that students will be watching a video about a person's experiences, and will be making a timeline of that person's lifetime and US historical events.
4. Students watch the video and answer questions
5. Have students work individually or in small teams of 2-3.
6. Go over the guidelines for the timeline. Emphasize that students need to use pencil and write lightly on their first draft, and check with you before using pen or marker
7. Discuss events as they pertain to your curriculum

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### Assessment:

1. Be sure students have met all guidelines given for the timeline.

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**Attachments:**

- *History of a Lifetime* worksheet

## History of a Lifetime

Name \_\_\_\_\_

*As you watch the video about Bud Purdy, pay attention to details in his life on specific dates. Dates are not mentioned in order in the video, but are listed in the order mentioned below:*

1. Give a brief description of what was occurring at the dates below as mentioned in order in the video:
  - a. Summer of 1928
  - b. 1938
  - c. 1889 (as an important date, but not part of Bud Purdy's life)
  - d. Mid 1950's
  - e. 1959
  - f. 1970's
  - g. 1990's
  - h. 1982-1983
  - i. 1941
  
2. Based on information provided in the video, when was Bud Purdy born?

3. Using the internet, encyclopedias, or a textbook, find dates and the details mentioned for the following:
  - a. Earnest Hemingway – give a very short description of what he did, when he was born, when he died:
  - b. World War I – beginning and end dates
  - c. The Taylor Grazing Act – brief description and date
  - d. The Great Depression – beginning and end dates
  - e. World War II – beginning and end dates
  - f. Multiple Use Sustained Yield Act – brief description and date
  - g. The fall of the Berlin wall (symbolic end of the Cold War)-dates
  - h. The establishment of the Bureau of Land Management (BLM)-  
date
  - i. The establishment of the Forest Service-date
  - j. National Environmental Policy Act (NEPA) – brief description and  
date

- k. The establishment of the Environmental Protection Agency (EPA)  
– brief description and date
  
  - l. Your birth year:
4. Using at least three sheets of standard 8 ½ x 11 paper or other materials provided by your teacher, make a timeline listing the events in the questions above.
- a. Sketch your timeline with a pencil first!
  - b. Draw the timeline about two inches below the top of your paper.
  - c. Begin a bit before the earliest date you will list, and end with this year.
  - d. Divide your timeline into decades with dark marks and the date (1880, 1890, 1900, etc.) listed **above** the timeline
  - e. Write the following **below** the timeline using tick marks: dates for events or life dates, then the event or life date title and a VERY brief description.
  - f. After checking with your teacher, finalize your timeline, dates, and events using a black fine-tipped marker or pen
  - g. With a red colored pencil or crayon, draw a line slightly above the timeline representing Bud Purdy’s lifetime
  - h. With a blue colored pencil or crayon, draw a line slightly below the timeline representing your lifetime