

# **The Hershey Story Timeline**

**Grade Levels** – 6-8

**Standards** –

Pennsylvania Academic Standards in History: 8.1.12. B, 8.2.12. A, 8.2.12. B, 8.2.12. D, 8.3.12. B, 8.3.12. D,  
Pennsylvania Academic Standards in Reading, Writing, Speaking and Listening:  
.1.11 G, 1.1.11. D, 1.1.8.B,  
1.1.8.F.

**Materials Needed** –

- Museum Visit Record Sheet
- Clipboards

**Teacher Background** –

This lesson is intended to enrich your students' visit to The Hershey Story. It seeks to help illustrate to your students the significance Milton Hershey's decisions had on America's history. During their trip to the museum, students will identify the most significant events or decisions Milton Hershey made during his lifetime. Students will then work in groups to create a human timeline demonstrating these events and their significance.

## Lesson Plan

### Essential Question –

*What is the Hershey Story?*

### Vocabulary – (Have these words and their definitions posted in your classroom)

- Utopia
- Factory System
- Entrepreneur
- Confectionary

### Activating Strategies –

Before your visit to the museum

Step 1 – Inform your students of Milton Hershey’s business success, his vision, and his philanthropy.

Step 2 – Divide your class into groups of four

Step 3 – Give each group a **Museum Visit Record Sheet**

Step 4 – Give your class the following instructions

“You and your group members will be creating a human timeline that demonstrates the most significant events in Milton Hershey’s life. The first step to creating the timeline is gathering information to use. During your visit to the museum, you and your group members should select the 4 most significant events or decisions of Milton Hershey’s life. You should record information about these events on your **Museum Visit Record Sheet**. Be sure to write down all the people that participated in the event or decision, as well as an explanation of why you chose the event. Be sure that each member of your group does the writing for one of the events.”

During your visit to the museum

Step 1 – Ensure your students are working toward the completion of the activity sheet.

Step 2 – Collect each group’s record sheet before they leave the museum. Make sure students have thoroughly completed recording their information before they leave the museum.

### **Teaching Strategies –**

After your visit to the museum

Step 1 – Give your students back their record sheets

Step 2 – Have your students work in groups to create scripts of each of the four major events they chose during their visit to the museum.

Step 3 – Each script group should meet the following criterion.

- Scripts should be at least 10 lines long.
- Each script should include at least 3 underlined specific historic details from the museum.
- Each group member should have at least 3 lines to read in the project.

Step 4 (Optional) – Give your students time to create or bring in props or costumes to use for their skits.

Step 5 – Create a small rubric that measures how each group meets the three criterion in a way that is comfortable to you.

### **Summarizing Strategies:**

*Draw or place a timeline in the front of the classroom. Have each group act out their 4 skits in the order they happened in Hershey's life. Grade each group according to the rubric that you created. Collect and grade each group's skit.*

# Museum Visit Record Sheet

Group Member Names:

Date:

	Name of event	Date event took place	Participants in the event	Description of event	Reason event is significant
Event #1					
Event #2					
Event #3					
Event #4					