



Mississippi Valley Archaeology Center
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This lesson was created by a teacher participating in a Wisconsin ESEA Improving Teacher Quality grant entitled Inquiry Based Technology-Mediated Teacher Professional Development and Application.

- Title: Pre History through Modern Day Timeline
- Submitted by: Andrea Christopherson and Andrea Hosemann
- Grade Level: The lesson could be modified to be used with any grade level.
- Subjects: Language Arts, Reading, Science, Social Studies, Math, Technology
- Objectives: Students will:
1. Understand historical sequence and simultaneous development of cultures throughout history
 2. Demonstrate the ability to organize events in chronological order
 3. Demonstrate how time is measured and annotated
 4. Determine how to divide time into units
 5. Research significant world events
 6. Evaluate significance of events
 7. Use computers to research and generate timeline
- WI Standards:
- Language Arts/Reading A.6.1, A.6.4, B.6.1, B.6.2, B.6.3, C.6.1, C.6.2, D.6.1, E.6.1, E.6.3, F.6.1
 - Science A.6.1, A.6.3, A.6.4, A.6.5, B.6.3, B.6.5, C.6.1, C.6.2, C.6.3, C.6.6, C.6.7, C.6.8, C.6.10, G.6.6
 - Social Studies A.6.6, A.6.7, A.6.8, A.6.10, B.6.1, B.6.7, B.6.8, B.6.12
 - Math A.6.1, A.6.2, A.6.3, A.6.4, A.6.5, A.6.6, B.6.1, B.6.2, B.6.5, B.6.6, B.6.7, C.6.1, D.6.2, D.6.3, D.6.4
 - Technology A.6.1, A.6.3, A.6.5
- Duration: The lesson will be introduced in two class periods (3 hours), but the process of creating the time line will require an additional two class periods (3 hours)
- Materials/Supplies: Measurement tools (rulers, tape measure, meter stick, trundle wheel), tag board, markers, computers, color printer
- Vocabulary: B.C. and A.D., B.P., decade, century, millennia

Background:	Students will be referred to middle school year-long timeline lesson begun earlier in the school year.
Setting the Stage:	Students will have made personal timelines at the beginning of the year. Students will be in the process of creating a year-long timeline of events of the school year.
Procedure:	<ol style="list-style-type: none"> 1. Group students heterogeneously. (3-4 per group) 2. Review displayed (from previous lesson) school year timeline. 3. As a class, review: concept of chronological order and units of time 5. Explain goal of lesson: to create a giant timeline of Wisconsin's history beginning 12,000 years ago. 6. Pose the question, "How will information be gathered about events of the distant past?" (Our expected responses include: web sites; books) 7. "How will you fit a timeline representing twelve thousand years into a space that is 240 feet long? What unit will you use to represent a century? A millennium?" Students would be given supplies: tape measure, and graph paper, and be given time in their groups to solve the problem. 8. Groups will share and explain their solutions. Each will be critiqued by the class. 9. Assign groups to a specific section of the timeline. 10. Groups will research main events during their assigned time period. 10. Each group will complete a rough draft of their section of the timeline. Rough drafts will be critiqued by the class, with determination of what is significant and insignificant being made through class discussion.
Closure:	<ol style="list-style-type: none"> 1. As a class, students will recreate the timeline on the sidewalk in front of the school using chalk. 2. Students will stand on the timeline in the spots where each of the four cultures would have existed to get an idea of the span of time between them and the relationship of present day to the past.
Evaluation:	<ol style="list-style-type: none"> 1. Teachers will evaluate each group's section of the timeline for accuracy. 2. Teachers will evaluate a journal entry based upon the prompt, "Discuss the impact the four cultures from the past had on the Earth compared to modern day culture." (For example: food; resource consumption; waste; pollution; land use; etc.)
Links/Extension:	<ol style="list-style-type: none"> 1. Linked to prior lesson "School Year Timeline" 2. Linked to study of four cultures of Pre-European people
References:	MVAC web site www.uwlax.edu/mvac (and others students may find)