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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: The Time of Man
- Submitted by: John Tribys
- Grade Level: 7-8
- Subjects: Math, Science, Social Studies
- Objectives:
1. Demonstrate visually Mankind's relative place on the earth's timeline.
  2. Familiarize students with the use of the metric system in measuring and producing a timeline.
- WI Standards:
- Social Studies B.8.12
  - Math D.8.2
  - Science E.8.5
- Duration: Several class periods. Can be worked on throughout the school year.
- Materials/Supplies: Several rolls of calculator paper, meter sticks and rulers, glue sticks/ rubber cement
- Vocabulary: Era, period, epoch
- Setting the Stage: Review the use of the metric scale in measurement.
- Procedure:
1. Begin with a discussion of the following. How we know about the past? What and how do we know about pre-history? How old is the earth? How long is a billion years?
  2. To help visualize geologic and historic time they are going to construct a timeline of the earth. The timeline will cover the time from the formation of the earth (4.5 billion years ago) to the present.
  3. They will agree on an appropriate scale for the project. At a scale of 1cm = 2 million years the approximate length of the time line would be 22.5 meters. At a scale of 1cm =10 million years the approximate length of the time line would be 4.5 meters.

4. The calculator paper will serve as the medium. Since mankind's time is just a very small slice of this timeline, there will be two magnified timelines: pre-historic (Pleistocene epoch) and historic.

5. Each student will be assigned a portion of the time line to mark the increments of time as on a ruler. Student suggestions on visual appeal should be sought.

6. Teacher will select major events to be placed on the earth timeline so each student has at least one event. Have students pick from a box their assigned event.

Closure: 1. Discuss with students their feelings about their understanding of time.  
2. Students will be encouraged to add to the timeline throughout the year.

Evaluation: Check for accuracy of timeline measurements and placement of events..

Links/Extension: The timeline could be used as interdisciplinary map of what other classes have are studying. In biology, for example, they may be studying the first appearance of apes and monkeys about 35 million years ago. Students would paste the information (or visual representation) on the timeline. A English class would in reading a novel about the French Revolution so they would place information about that time period on the exploded view of the historic timeline. Elementary students learning about ancient Egypt or dinosaurs could make a contribution to the timeline.

References: A list of geologic eras, periods and epochs: [www.talkorigins.org](http://www.talkorigins.org)