

Discipline: History

Standard Category: Historical Analysis and Skills Development

Lesson Focus: Understanding Timelines

PA Standard(s):	Related TESOL Standard(s):
8.1.9A: Analyze chronological thinking.	Goal 2: To use English to achieve academically in all content areas. Standard 3: Students will use appropriate learning strategies to construct and apply academic knowledge.

Key Objectives in Accordance with TESOL Level:

Pre-Conversational/ Beginning	Intermediate	Advanced
Students will be able to: <ul style="list-style-type: none">• Arrange five events of historical importance on a timeline of ancient times.	Students will be able to: <ul style="list-style-type: none">• Describe the sequence of five events of historical importance by using a timeline.	Students will be able to: <ul style="list-style-type: none">• Use a timeline to solve problems about historical events.

Materials:

1. Wire or stiff string
2. Clip-type clothespins, metal or wood
3. Index cards (colored)
4. Felt tip pens
5. World history textbook

Procedures: (ELL suggestions are written in italics)

1. Prepare for this activity by stringing wire across a wall or chalkboard. Be sure all students can reach it. Label index cards with the following dates 6000 BC, 5500 BC, 5000 BC, 4500 BC, 4000 BC, 3500 BC, 3000 BC, 2500 BC, 2000 BC, 1500 BC, 1000 BC, 500 BC, AD 1, AD500, AD 1000, AD 1500, and AD 2000. These dates should be taped to the wire at equal intervals in order to make a timeline. *The timeline needs to be long enough to display many intervals of the BC time period to enhance and build understanding.* Review the concept of a timeline and the definitions of BC and AD.
2. Choose several important historical dates to develop a theme, such as the beginning of writing and label the index cards. The cards should contain the date and the event. For example:

Suggested

Level:

Middle

Lesson Focus:

Understanding timelines

Teaching

Strategies:

Whole group instruction

Modeling small group work

Assessment

Strategies:

Performance task

Teacher observation

Oral presentation

Written assessment

3100 BC – earliest Egyptian writing
2500 BC – earliest writing in the Indus Valley
1200 BC – first writing in China
1000 BC – invention of the Phoenician alphabet
AD 1821 – Cherokee alphabet invented by Sequoyia
AD 1867 – invention of the typewriter

3. Students volunteer to locate the events on the timeline using the given date. *It would be wise to choose beginning ELL students as the volunteers since this is a task which will easily show their understanding of the timeline, and also one which requires no English speaking ability.*
4. As students display understanding of the concept, divide the class into small groups and assign a section or chapter of the book to each group. Examples of topics covered in a world history textbook might be Fertile Crescent, Ancient Egypt, Ancient India, Ancient China, Ancient Greece, and Ancient Rome. (This will depend on the school district's curriculum.) Teacher models how to scan the appropriate section of the textbook to identify ten important historical dates of the assigned or chosen civilization, using captions, subtitles, and boldly printed dates.
5. Each group selects ten events and writes the event and its date on a color-coded index card. (Most world history textbooks have a timeline at the beginning of each new unit.) The cards are then clipped to the timeline in the correct sequence. *Intermediate students orally explain the events they are adding to the timeline, while advanced students analyze and explain in more detail concurrent events of two or more civilizations of the same time period. Exercise informal teacher questioning.*
6. Utilize and revisit the timeline throughout the year to bring chronological sequential understanding to events in history. Keep the dates continuously displayed while changing and adding the description of events as the different themes and time periods are studied.

Assessment:

Beginning

Students will be able to chronologically place events on a timeline.

Intermediate

Students should be able to look at a timeline and describe the chronological order of the listed events using sequence words, either orally or in written form.

Advanced

Students should be able to answer questions and solve problems about events on the timeline.

Notes:

Students should have previously been introduced to ordinal numbers

and words showing sequence.

Examples of Teacher Questions by English Proficiency Level:

Beginner: Place the following five events on the timeline in the correct order – 9000 BC - Dog domesticated
300 AD - First city in America
5000 BC - Farmers grow corn in Western Hemisphere
3500 BC - Invention of the wheel
2800 BC - First pyramids in Egypt

Intermediate: Describe five important events in the growth of the Roman empire in the correct order by using the timeline.

Advanced: (examples) Answer the following questions by using the timeline:

1. The first city in the Middle East was Jericho, built around 8000 BC. The first pyramids of Egypt were built around 2800 BC. How many years passed between the two events?
2. Dogs were domesticated in 9000 BC. How many years ago was that?
3. The wheel was invented in 3500 BC, the 365 day calendar was invented in 3000 BC. Which event happened first?