

## Contents of TIMELINES Suitcase

1. Zippered portfolio
2. Black notebook: TIMELINES lesson plan
3. Blue notebook: exact dates for timelines
4. “Time for Toys” board timeline
5. 3 “Time for Toys” laminated timelines: 1750-1900, and 1900-2000 in two sections
6. 3 Board Timelines: #1: 10,000 B.C.E. to A.D. 2000  
#2: 0 to 2000, #3: 1750 to 2000
7. 15 single-line laminated timelines
8. Ohio History textbook:
9. Colored sticky tabs
10. Evaluation forms

### TIMELINES

**Instructional Objectives:** The learner will:

learn to use a key to interpret events on a timeline  
differentiate broad categories of time: years, decades, centuries  
compile a list of important events and their dates  
add events to a timeline by date  
discuss cause and effect relationships among those events  
discuss cause and effect relationships between those events and others

**Performance Objectives:** The learner will:

sequence historical data (order events based on time)  
recognize cause-and-effect relationships

**Materials:** laminated toy timelines (3 pieces), three board timelines using different chronologies, 15 laminated timelines, timeline printouts with dates, Ohio history textbook, colored sticky tabs or post-it notes

**Multiple Intelligences:** logical, spatial, interpersonal, bodily kinesthetic

**Subjects:** Social Studies, Math, Arts Education, Language Arts

**Teacher Preparation:** Review the lists of timeline events, which include specific dates. ConnectMount timelines with tacks or tape. Copy and cut apart the Toy timeline question sets.

# TIMELINES

## How to Use the Learning Kit

- To introduce students to the concept of a timeline, use the Toy timelines and question sets. Individually or in small groups, the students will use the Toy timeline to answer their set of questions. Show students how to estimate exact year from the major divisions.
- Talk about the different scales used for 1750-1900 (2" = 10 years) and 1900-2000 (3" = 5years). Why are they different? (it takes less space to show fewer new toys) In the same way, long periods of time in which there were few important events in history can be represented in a smaller space than periods of time in which many exciting things were happening.
- As a class, discuss the terms used to divide the current era from the years before (B. C. or B. C. E. is "Before Christ" or "Before the Common Era;" A. D. for Anno Domini or "in the year of the Lord").
- Using the multi-strand timeline boards, discuss the varying time periods used by the different timelines (1,000 year divisions, 100 year divisions, 10 year divisions). Guide the students in deciding which timeline would be most appropriate to display dates from Ohio history (the timeline with 10-year divisions).
- Point out the key on each timeline and talk about the different categories of historical dates that are covered (world history, history of inventions, etc., in different colors and different fonts). Ask what categories the students might add (sports, women's rights, African American dates, publication of favorite books, presidents' birth dates, etc.)
- Compare the multi-strand timeline boards with the 15 single-line laminated timelines. Talk about the different ways they can be used. Which shows cause-and-effect relationships better? Which makes it easier to see how world events influenced local history?
- Explore the relationships between events: the Louisiana Purchase (1803) resulted in the Lewis & Clark expedition (1806); development of the Bessemer converter (1851) meant steel mills were built in Youngstown (1892).
- Divide the students into small groups to compile lists of important dates in Ohio history. Have the students put their lists in chronological order. If desired, list eras and approximate dates on the blackboard (frontier era, territorial era, early statehood, industrial expansion, etc) and have the students divide their events by era.
- Point out that the lists the students have generated are *chronologies* (an arrangement of dates and events in the order of occurrence). Talk about the difference between a chronology and a timeline (a chronology lists events in order of their occurrence but does not show a relative time gap between one event and another). When would a chronology or a timeline be better (chronology: lack of space to show widely separated events, events occurred very close together; timeline: to show time elapsed between events, for a better sense of which events influenced others, etc.)?
- As a class, discuss the importance of the various dates and events proposed. Decide on a class list and write it on the blackboard. Number the events and number sticky tabs. Place the tabs on the chosen timeline in the appropriate places. If the list has been divided by era, different colors may be used for different eras.
- Discuss the effects of world, national, or natural events on Ohio history. Which wars, treaties, or laws had an effect on local settlement? Were there wars or treaties with Native American nations that affected Ohio settlement? How did the discovery of high-quality coal (1835) in the Mahoning Valley affect later industrial development? (see 1846, 1892, 1899) What other relationships between events can the students discover?