

Lesson Plan

Time to Hang Out

This is an adaptation by Linda Burdick of a lesson plan prepared by Maud Anderson. The adaptation is included as a sample lesson plan in the *New Hampshire History Curriculum, Book I* (1997).

What Students Learn

Students should be able to locate events in time — past, present and future; construct time lines of significant personal, community and state events; and interpret time lines. Students should demonstrate an understanding that historical artifacts and documents represent historical evidence of the past. Students should understand that they, as individuals, are part of an on-going story of their communities, state, and nation.

Procedures

Question: What does a timeline represent?

- Create a clothesline timeline and find a space to unfurl it.
- Decide how long a period of time you want your timeline to represent.
- Decide on scale. (Our class timeline runs from 1400--2010 A.D., with one foot representing a decade: 6.1 centuries = 61 feet, with leftover line at either end so we can easily hang the timeline.)
- Use red tape to mark the centuries, the blue tape to mark the in-between decades.
- Make date cards to mark centuries and half-centuries.
- Make timeline cards for a few events you have been discussing in class — perhaps Columbus' first voyage to North America, the landing of the Mayflower, or the Declaration of Independence. Students continue to make timeline cards as the year progresses.

Question: How are timelines organized?

- On the timeline, hang dates or objects that they are familiar with — student birthdays, holidays, etc. Establish the scale: one foot intervals represent a decade, for example, and every 10 feet represents a century.
- Call on individuals to hang date cards for the centuries and the half-centuries, for dates you've been discussing in class, etc.

Question: How am I part of a timeline?

- Introduce the concept of generations. Have someone stand by the timeline to show when the students' parents were children, when their grandparents were children, etc.
- Have students interview parents and make timeline cards for significant dates in their parents' lives and in their own lives. If possible, have them interview grandparents or older people in town.

Question: How can timelines help us find out what happened in the past and when events occurred?

- Use events you have been discussing in class, and ask, “How many years ago was _____?” How long ago was this in terms of your lifetime thus far? What other events were taking place at the same time? (For example, when we placed Sarah Clark's diary on the timeline — 1861 — we discussed how the Civil War was being fought at that time.)
- Continue to add timeline cards for events discussed in class. My class has recently been reading diaries and historical fiction from the nineteenth century. We wondered about when various inventions were developed and became readily available. Pairs of students investigated specific inventions (railroad, telegraph, electric light bulb, etc.) and prepared cards for our timeline. Students can also attach actual objects to their timeline cards to represent the invention (a tin can for the invention of the canning process, a light bulb, etc.).

Lesson Materials

- 100 feet of clothesline
- 2-inch red plastic tape (to mark centuries)
- 1.5-inch blue plastic tape (to mark decades)
- Spring-type clothespins and index cards (to mark dates)

Bibliography

Moyer, Judith. *A Timeline of New Hampshire History*. Concord, N.H.: New Hampshire Historical Society, 1996. An accompanying teacher's guide is available.

Assessment Tools and Techniques

- Students construct a timeline of significant events in their personal lives, using the concept of intervals.
- Students construct a timeline of significant events in their community.
- Students interpret time lines and explain events in sequence.
- Students use historical documents and other data and accurately place events on a timeline.

Curriculum Information

Information relating to the *New Hampshire History Curriculum* refers to the K-12 resource in two volumes developed by the New Hampshire Historical Society in partnership with Public Service of New Hampshire, the New Hampshire Department of Education, and the New Hampshire Council for the Social Studies. The K-6 volume is available on-line through the school programs section of the Society's Web site (<http://www.nhhistory.org>).

Grade Level

Elementary School and Middle School

New Hampshire Social Studies Standards

US/NH History 2

New Hampshire History Curriculum Focus Topics

All Focus Questions

New Hampshire History Curriculum Eras

All Eras