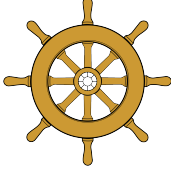


## Lesson Description: Lesson 5 : How do historians think about time?

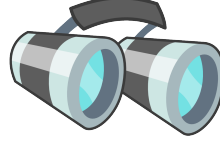
### Outcomes



### Resources



### Procedure



### Assessments



**Grade:** 5

**Subject:** Social Studies

**Unit:** How do we learn about the Past?

**Driving Questions:** *How do we learn about the past?*



### Curriculum Outcomes:

**Social Studies:**

5.1.1 develop an understanding of how we learn about the past

Math- ordering numbers

(subtopics from *Investigating Past Societies*)

How do historians think about time?

**Expected Time:** 45 minutes



**Resources:**

-set of picture cards for each group of 3-4 students to be placed on timeline.

<http://eisnorgade5.weebly.com/lesson-52.html>

smart notebook file for timeline activity

<https://www.dropbox.com/s/yqcu00kifo264ac/timeline.notebook?dl=0>



**Lesson Procedure**

**21<sup>st</sup> century skills**

**Teacher does (I Do):**

Opening: Set up the room with a strip of 4.6 meter masking tape or cloth ribbon marked off in 1 metre segments.

1m= 1 billion years

1cm= 10 million years

1 mm= 1 million years.

Alternately on a bigger scale use the perimeter of the room to total 46 meters. Tack pins at desired locations that will be needed later in display.

Give a [selection of picture cards](#) representing time periods in Earth's history.

<http://eisnorgade5.weebly.com/lesson-52.html>

Ideally use a different color of background paper for each group. Have students sequence their cards at their desks then place them on the timeline- Where do they think they would fall?

- find, validate
- remember, understand
- collaborate, communicate
- analyze, synthesize
- critical thinking
- evaluate, leverage
- create, publish
- citizenship

## Group work (We Do):

Discuss the placements- what items did students agree on? How can we use problem solving to determine the placements?

Revise and review placements\*. Note the very small amount of time humans have been here compared to the overall geologic time scale.

\* may include different ways of representing these years including “mya” million years ago and “ybp” years before present

Display a 2<sup>nd</sup> timeline on the smartboard that picks up where the other left off, introducing the time periods “pre-history, ancient, middle ages and modern”. All of the items on our previous timeline so far are considered pre-history.

<https://www.dropbox.com/s/yqcu00kifo264ac/timeline.notebook?dl=0>

Display and sort these time designations: up to approximately 3000 BCE; approximately 3000 BCE to 500 CE; approximately 500 CE to 1500 CE;

Approximately 1500 CE to the present.

Students sort and discuss the selected historical items on the smartboard file, integrating their understanding of ordering numbers.

(with little grade 5 experience in “negative” numbers ordering dates in BCE may pose some challenges. )

The screenshot shows a smartboard interface with a timeline. The timeline is divided into four main periods:

- Modern**: c. 1500 CE to present
- Middle Ages**: c. 500 CE to 1500 CE
- Ancient History**: c. 3000 BCE to 500 CE
- Pre-History**: up to c. 3000 BCE

Historical items are placed on the timeline with their names, dates, and locations:

- Vase**: 1960 CE, Nigeria
- Spear**: c. 1000 BCE–1600 BCE, New Brunswick
- Turtle Vessel**: c. 1000 CE–1476 CE, Peru
- Bear Sculpture**: c. 1000 CE–1500 CE, Newfoundland and Labrador
- Chair Seat**: c. 1870 CE–1900 CE, Nova Scotia
- Stone point**: c. 8000 BCE–7500 BCE, Prince Edward Island
- Shoe**: c. 1350 CE–1400 CE, England
- Bowl**: c. 700 BCE, Greece
- Cup**: c. 100 CE–300 CE, Nubia
- Jug**: c. 5000 BCE–3000 BCE, Dura
- Spoon**: c. 1600 CE, Nova Scotia
- Axehead**: c. 7000 BCE, France

find, validate

remember, understand

collaborate, communicate

analyze, synthesize

critical thinking

evaluate, leverage

create, publish

citizenship

**Class share (We Share):**

Students share their thinking of how they placed the items accurately.

- find, validate
- remember, understand
- collaborate, communicate**
- analyze, synthesize
- critical thinking**
- evaluate, leverage
- create, publish**
- citizenship**

**Lesson Wrap Up:**

Why are artifacts from the pre-history era so important to historians?

**Differentiation/Modification/Enrichment:**

Enrichment- students can select their own group of artifacts from the archives virtual display to show in sequence.

**Assessment:** By observation checklist and conversation, do students understand that humans have only existed for a very small amount of time, are they able to arrange the cards in a reasonable sequence at their desks.

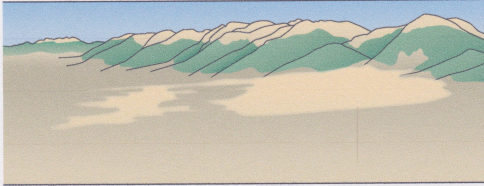
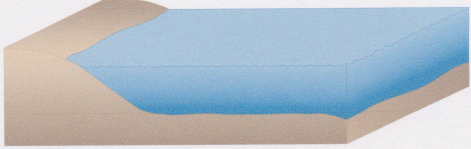

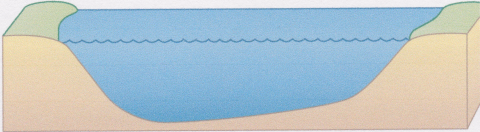

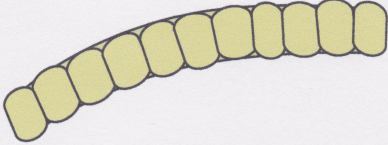

## Events:

1. Oceans and continents start to form – 4400 million years ago – 4.4 meters from present day (end of timeline)
2. 1st evidence of life – 3500 million years ago – 3.5 meters from present day
3. First atmospheric oxygen – 2400 million years ago – 2.4 meters from present day
4. Evolution of non-bacterial life—1800 million years ago – 1.8 meters from present day
5. Plants move on to Land—450 million years ago – 45 centimeters from present day
6. Animals move on to Land—430 million years ago – 43 centimeters from present day
7. Mass Extinction – largest known—251 million years ago – 25.1 centimeters from present day
8. Evolution of Mammals – 195 million years ago – 19.5 centimeters from present day
9. Opening of the Atlantic Ocean—160 million years ago - 16 centimeters from present day
10. Extinction of the Dinosaurs—65 million years ago – 6.5 centimeters from present day
11. Rise of the Himalayan Mountains—20 million years ago - 2 centimeters from present day
12. Evolution of our species, *Homo sapiens*—200,000 years ago - 0.2 million years ago – 0.02 centimeters from present day (0.2 mm)
13. Extinction of the Woolly Mammoth—10,000 years ago – 0.01 million years ago – 0.001 centimeters from present day

(0.01 mm)

Source: Paleontological Society's Education Committee 2012

## Timeline cards

<p>Rise of the Himalayan Mountains</p> 	<p>First Oceans &amp; Continents</p> 
<p>Animals Move onto Land</p> 	<p>Opening of the Atlantic Ocean</p> 
<p>First Animals</p> 	<p>First Evidence of Life</p> 
<p>First Mammal</p> 	<p>Rise of Atmospheric Oxygen</p> <p><math>O_2</math></p>

Source: Paleontological Society's Education Committee 2012

Extinction of Woolly Mammoths



First Land Plant



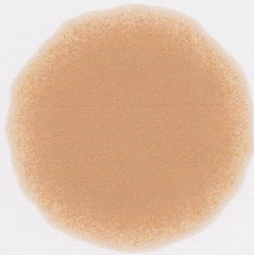
Extinction of Dinosaurs



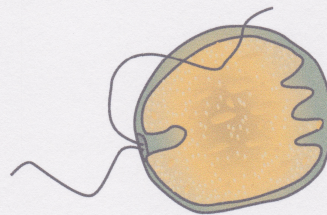
First Human



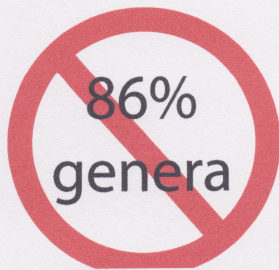
Formation of Planet Earth



First Eukaryote



Permo-Triassic Mass Extinction



Source: Paleontological Society's Education Committee 2012



