

USE A TIME LINE / CHART AND GRAPH SKILLS

GRADE LEVEL(S) 4-12

LESSON OBJECTIVE

Students will interpret time order on a time line. Students will create a time line to sequence information.

BACKGROUND/PRIOR KNOWLEDGE NEEDED

Vocabulary: **past, present, future, timeline.**

EDUCATION STANDARD(S)

Grade 1: History Social Science 1.4, 1.4.1, 1.4.3
Grades 4-12: Historical and Social Sciences Analysis Skills:
Grades 4-12: Chronological and Spatial Thinking 1.0, 2.0, 3.0
Grades 4-12: Research, Evidence, and Point of View 2.0

MATERIALS NEEDED

Large sheets of drawing paper, highlighters, <http://www.santamonicapier.org/history.html> article, and poster paper with large timeline, Santa Monica Pier a Century on the Last Great Pleasure Pier by James Harris

MOTIVATION

With a time line you can show the order of events and also how things change over time. Learning how to read a time line and making one of your own can help you picture, understand, and remember the order in which events take place.

DIRECT INSTRUCTION

Teacher	Students
Draw a simple time line on the board showing a typical schedule for the school day.	Students will observe how things are ordered; the timeline is read from left to right. The events that happened first are on the left.

DIRECT INSTRUCTION - continued

Teacher	Students
Tell the students that they will learn more about time lines in this lesson by reading about Santa Monica Pier history and selecting the most important events to make a time line for the Santa Monica Pier.	Students are given the handout and a highlighter. They will follow along as the teacher models how to read and select the most important events to place on the Pier time line.
On the overhead teacher will direct students to look at the article and follow along as she reads the first paragraph and highlights "On September 9, 1909..."	Students follow along as teacher reads the first paragraph and the students highlight September 9, 1909.
Teacher asks students to highlight September 9, 1909 and then asks "Why is this date important?" The teacher explains because the Santa Monica Municipal Pier opened to the public on this date.	
Teacher will take the date and the information and write it on the Pier time line.	
Teacher explains that students will work in pairs. They will find the most important events and highlight the dates and at the end they will help complete the Pier time line by sharing their findings.	Students will then work in pairs and find the important events from the article and share with the class in order to complete the Pier time line. At the end students will draw their own pictures of one event to place with the caption.

GROUP/INDEPENDENT WORK

Students will work in pairs and later will regroup as a whole class to share findings. Younger students should work whole group.

ACCOMMODATIONS AND MODIFICATIONS

- Give students practice interpreting information on time lines.
- Ask students: What happened during certain dates. Have students tell in their own words how the Pier has changed over time. Have students add to the time line other events that may not have been as important.
- Have students create a "personal" time line – for example getting ready for school/step-by-step or some other part of their day.
- To modify this lesson for grades 8-12, consider selecting for re-enactment, an important event such as the community action to save the Pier (Santa Monica Pier: A Century on the Last Great Pleasure Pier, Harris, James, p 63-67). The lesson can be as sophisticated as inviting the students to take on significant roles such as the city council members, city manager, developers that would work on the bridge and island proposal, Save the Santa Monica Bay members, Friends of the Santa Monica Pier members, Save Santa Monica Pier Citizen's Committee, Sierra Club members, etc.. Invite students to re-enact the Ocean Front Revitalization Public hearing.

- Provide a language arts lesson by asking students to write a 3 or 5 paragraph essay defending the Pier or promoting the New Ocean Front Revitalization Project.
- To include additional visual arts opportunities, posters and other activities can be included in the re-enactment Lesson.
- To modify for younger students, go over a pre-made time line and then ask them to draw and caption (write the date, year, title of event) a significant event on the time line. Because young children have a very limited sense of history to modify this lesson for younger students, including Pre-K, schedule a visit to the Santa Monica Pier and create a time line for the trip to the Pier (e.g. take home permission slip, return permission slip, make sack lunch, leave school, arrive at Pier, etc.)

ASSESSMENT/WRAP UP

Teacher will have students share their findings and students will write important dates on the time line and captions. Have students read aloud the captions and have them picture the event. Point out that the dates are in order in which each event happened, and show how the Pier has changed over the years. Help students understand that lines connecting the captions to the time line show when the event occurred. Students will select an event and draw a picture of the event to go with the caption.