

LESSON: Timeline Math**GRADE: 2****OBJECTIVES:****Measurement & Data****Measure & Estimate Lengths in Standard Units**

- **2.MD.B.6** Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.

MATERIALS & RESOURCES:

- Paper to make timeline
- Tape for adhering timeline to wall
- Pencils, markers, paint for student art work on timeline
- Magazines from which to cut pictures for timeline
- Glue/glue sticks

PRESENTATION:

Timelines are one way to visualize the order of events in history. In order for younger students to become familiar with a timeline it may help to begin with a timeline of events from their lives. The kids get to use math to figure out how long ago a particular event occurred.

This lesson is part of the Blood Run Unit. This activity is meant to introduce Kindergarteners to a timeline of history. The older children will be making a timeline to chronicle the history of Iowa land and First Peoples. The Kindergarteners can add to the Iowa history timeline in small ways as an introduction to this larger concept. For example, they could add a picture about rocks (from Learning to Count with the Grandfathers Math lesson) to the very early part of the timeline. Also, a picture depicting the Stick Dice Game Math lesson might be added to the timeline.

DIRECTIONS:

1. Decide what paper to use to make the timeline. Some suggestions are the older type of printer paper that is one continuous sheet with perforations every 11 inches. Recycled paper is a great idea! Paper sacks, printer paper or construction paper with one side blank will work.
2. Make a strip of continuous paper by gluing or taping together the paper if needed. The strip should be at least 4-5 ft long. But it could be even longer.
3. Add the current year to the timeline. This should be placed at the far right end of the paper timeline. Now add, at the far left end of the paper timeline, a date in the past. A suggested date is the year 1500AD which is a time when the Blood Run area was heavily populated.
4. Have the students figure out how many years have gone by since 1500 AD. What mathematical operation is needed? What is the answer? (Just over 500, approximately.)
5. Now divide the timeline into 100 year sections. Since it's been about 500 years the space between 1500 and 2014 will need 5 spaces. The space representing 100 years can be further divided into smaller times increments.
6. The teacher can create many different math questions for the students using the time line. For example, asking "how many years ago...", creates a subtraction problem. And, asking "how many years after that..." , creates an addition problem.
7. Once the time increments are marked on the timeline, have the kids make symbols to represent data as they learn about First Peoples and Blood Run National Historic Site.

TIME:

**45-60 min for timeline
on-going for adding events**

Example of Time-line Spacing

Of course the students will be much more creative and add more information.

