

Kwakiutl Indians Unit—Lesson 6
Extension—Using Timelines

Date: Day 8

Subject/Grade: Social Studies, Grade 3
Length: 1 period (30 min.)

I. Objectives / Pennsylvania Standards:

1. Students will be able to read a simple timeline.
2. Students will demonstrate their knowledge of timelines by finishing a partially-completed timeline and then constructing one of their own experiences.
3. PA Standards: 8.1.3.A, Grade 3 (History), 1.2.3.A and 1.4.3.B (Language Arts), 2.3.3.A (Mathematics)

II. Materials:

- Textbook – *Sea to Shining Sea*
- Worksheet with partially-completed timeline
- Instruction sheet for personal timeline

III. Anticipatory set:

1. The teacher will start by making reference to the concept of “sequence of events” that was covered in Language Arts (that stories have a beginning, middle and end and a specific order to those events). The teacher will ask if it makes sense to start a story at the end (No). The teacher will explain that we all need a way to show events in the order in which they happened, and one way to do that is to make a timeline.
2. The teacher will demonstrate with something that needs to be done in sequence (getting up for school, tying a shoe, etc.). The teacher will draw a timeline on the board and take suggestions from the students on which step would come next in the sequence.

IV. Procedure:

1. The class will read pages 68-69 in the textbook together, which explains more about what a timeline is and how to use it (it is a graphic way of representing events in the order in which they happen).
2. The teacher will model how to make a timeline on the board, based on the example in the textbook. The teacher will check comprehension by asking about events on the timeline, and demonstrate how they can tell us additional information (i.e., if Weesa’s sister was born in 1703, how old was Weesa then?).
3. The teacher will then distribute the timeline worksheet, adapted from the book *Snowy Day* by Ezra Jack Keats. Students will be asked to read the selection and fill in the gaps on the timeline.

V. Closure:

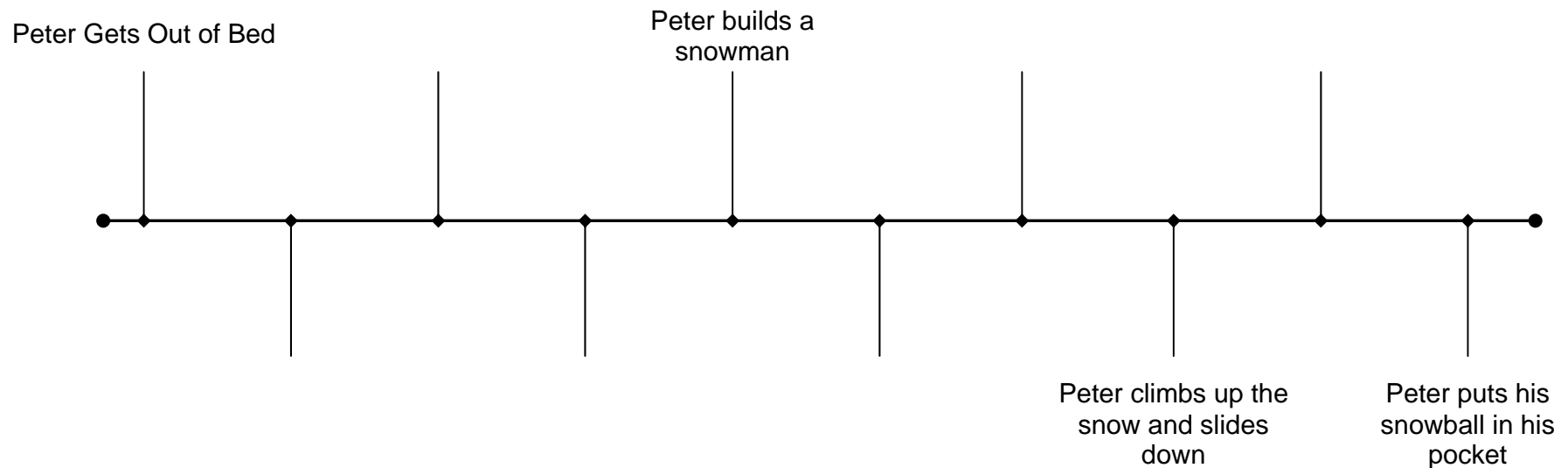
Students will receive the instruction sheet for their personal timelines, and they will be given two weeks to complete it with help from their parents/families.

VI. Evaluation / Assessment:

The teacher will assess student understanding by their successful completion of both the worksheet and the students’ personal timelines.

Name _____

“One winter morning Peter woke up and looked out the window. Snow had fallen during the night. It covered everything as far as he could see. After breakfast he put on his snowsuit and ran outside. The snow was piled up very high along the street to make a path for walking. Crunch, crunch, crunch, his feet sank into the snow. He made a smiling snowman, and he made angels. He pretended he was a mountain-climber. He climbed up a great big tall heaping mountain of snow – and slid all the way down. He picked up a handful of snow – and another, and still another. He packed it round and firm and put the snowball in his pocket for tomorrow.” *



*Adapted from “The Snowy Day” by Ezra Jack Keats