



It 's Ab out Time!

An Interdisciplinary
Curriculum Unit for
Grades 4-12

developed for the



created by
Washington State Historical Society
Tacoma Public Schools
University of Washington Tacoma
University of Puget Sound

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CURRICULUM COMPONENTS

1. Ten-Inquiry curriculum unit covering historical and scientific aspects of Time
 - Available in print form and online at www.historylab.org
2. Accompanying video titled "The Three Faces of Time"
 - Also featured in the History Lab learning center at the Washington State History Museum in Tacoma
3. Designed to work with the History Lab Website and Outreach Kit
 - Check the "Time Resource Kit" at www.historylab.org for images and work sheets related to the various inquiries
4. Curriculum tested by teachers at the History Lab Summer Institute 2000

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CURRICULUM CONTEXT

TIME is one of seven historical thinking concepts taught through the History Lab Project. Place, Viewpoint, Exploration, Biography, Causation, Precedent, and Tools of the History Trade will be featured in future History Lab curricula.



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INQUIRY 1

Three Faces of Time

Des c r i p t i o n :

An introduction to the entire unit, this inquiry also presents the cultural and scientific aspects of biological, geologic, and mechanical time.

Uses a replication activity of the History Lab learning center's "Timeline of Timepieces" to help students develop an understanding of various kinds of clocks, calendars, and methods used for tracking time.

Provides an inquiry-based classroom innovation activity that requires students to locate examples of various kinds of time.

Obj e c t i v e s :

1. To introduce students to the various ways in which humans keep and have kept track of time.
2. To help students develop an understanding of the timepieces associated with different perceptions of timekeeping and corresponding cultures.

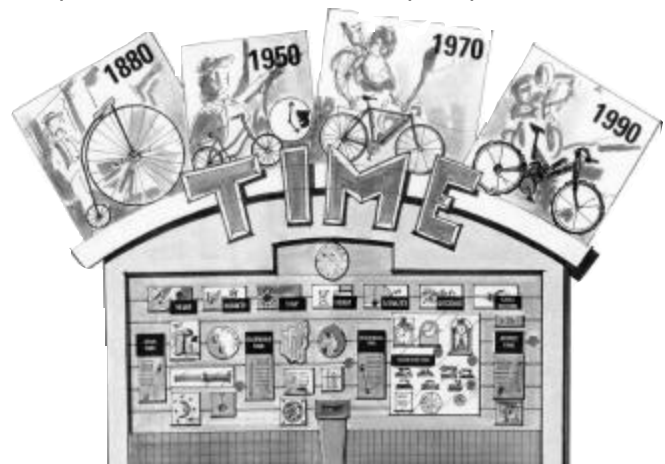
r e l a t e d EALRs:

Communication: 1.3

History: 1, 2, 3

Science: 2.2, 3.1, 3.2

Math: 1.2, 2, 3, 5



INQUIRY 1

Three Faces of Time

Inquiry Problems:

Using the "Timeline of Timepieces" on the History Lab website, solve the following time mysteries:

1. You are a 19th century Aleut person and believe the year is cyclical. What kind of calendar would you use?
2. You are hired to work for Fisher Department Store for the holidays. They give you a heavy paper timecard and say, "Make sure to punch in and out." What do they mean and what would allow you to do this?
3. You have been told that you inhabit the Cenozoic era. What kind of time does that term represent

DESCRIPTION

Introduction Activity:
Overview and introduction to kinds of time

History Lab Exhibit:
Timeline of Timepieces

TOPIC & SKILL AREAS

Cultural perspectives of time
Technological innovation
Time vocabulary
Time calculation

MATERIALS NEEDED

- Images and Riddles from the "Time Resource Kit" at www.historylab.org
- Video:
"The Three Faces of Time"

IMPLEMENTATION

1. Print out the Timeline of Timepieces pictures and riddles from the "Time Resource Kit" in the Teachers section of the History Lab web site. Have the students use these pictures to solve the inquiry problems above. (See answers at lower right.)
TIME: 15 minutes
2. Have the students match the riddles to the objects, then recreate the Timeline of Timepieces by encouraging the group to discuss and organize, from newest to oldest, all of the timekeeping devices represented. You may use the History Lab Artifact Finder database to get more information about each object. Students should try to identify technological change in timekeeping devices as well as differentiate between clocks and calendars.
TIME: 30-60 minutes
3. Wrap-up: Watch the "Three Faces of Time" video and review the three basic kinds of time.
TIME: 25 minutes

REFERENCES

BOOKS

Mapping Time: The Calendar and its History. E.G. Richards. Oxford University Press, 1998.

WEBSITE

www.historylab.org
"Time Resource Kit"

INQUIRY ANSWERS

1. Aleut calendar with its pie-shaped, monthly divisions and tiny holes to mark each day
2. Time clock
3. The Cenozoic is Geologic Time and is represented by the mammoth tooth.

and how old is the fossil in the Timeline of Timepieces that is also from the Cenozoic?

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INQUIRY 2

Finding Time

Description:

Students embark on a scavenger hunt to “find time” in pictures, objects, and people.

Uses an inquiry-based classroom innovation activity that requires students to locate examples of various kinds of time.

The activity culminates with a time collage in which the many faces of time and timepieces are depicted.

Objectives:

1. To learn to identify the various ways in which humans keep track of time.
2. To develop an understanding of the timekeeping devices associated with different perceptions of time keeping and corresponding cultures.

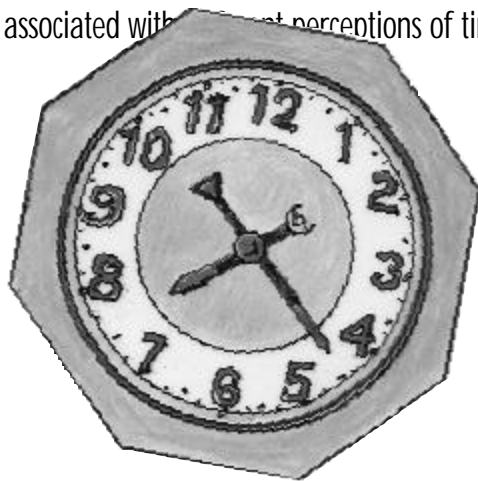
related EALRs:

Communication: 1, 2, 3

History: 1, 2

Science: 2.1, 2.2, 3.1, 3.2

Math: 5



INQUIRY 2

Finding Time

Inquiry Problem:

How many kinds of time can you find?

1. Go on a Scavenger Hunt. Try to find pictures and objects that represent the kinds of timekeeping devices listed below.
2. Make a collage of all the representations of timekeeping devices you found, then explain how it illustrates the three kinds of time.

DESCRIPTION

Classroom Innovation Activity:
Students go on a scavenger hunt to find examples of different kinds of time.

History Lab Exhibit:
The Timeline of Timepieces

TOPIC AREAS

Geologic Time

Biological Time

Seasons

Life cycle

Generations

Mechanical/Physical Time

Clocks and Calendars

Historical Periods

MATERIALS NEEDED

- Magazines, newspapers, books
- Internet access
- Scavenger Hunt list

IMPLEMENTATION

1. Divide students into teams of two.

TIME: 5-10 minutes

2. Give each team a scavenger hunt list (at lower right).

TIME: 5 minutes

3. Students find examples of each kind of timepiece (students can copy pictures from books and magazines, print images from Internet sources such as the History Lab Artifact Finder database and other websites, or they can make their own drawings).

TIME: 1-2 hours or overnight

4. Each student team creates a "Timeline of Timepieces" collage depicting all of the different kinds of time and corresponding timekeeping devices.

TIME: 1 hour

5. Teams present their collage of findings to class—what they found, where, and why each example is a good representative of a particular kind of time.

TIME: 1.5 hours

REFERENCES

Mapping Time: The Calendar and its History. E.G. Richards. Oxford University Press, 1998.

History Lab Outreach Kit

WEBSITE

www.historylab.org

SCAVENGER HUNT LIST

- wrist watch
- 24-hour clock face
- hour glass
- shadow clock
- solar calendar
- seasons
- lunar calendar
- French Republican clock
- water clock
- 12-hour clock face
- pendulum clock
- digital clock
- calendar from an ancient culture
- strata layers
- generations

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INQUIRY 3

The Decameter

Description:

Students use the Decameter program on the History Lab CD-ROM and ephemera images from the Time Resource Kit (www.historylab.org) to build collage images of different decades. Menus of men's and women's fashion, vehicles, street scenes, and posters are provided for comparative purposes.

The primary emphasis of this activity is to help students gain an understanding of the stylistic indicators of the past ten decades, what technologies were available, and how popular culture reflects societal trends.

Objectives:

1. To identify and recreate the "look and feel" of past decades.
2. To build an understanding of decade sequences, related historical happenings, and material culture.

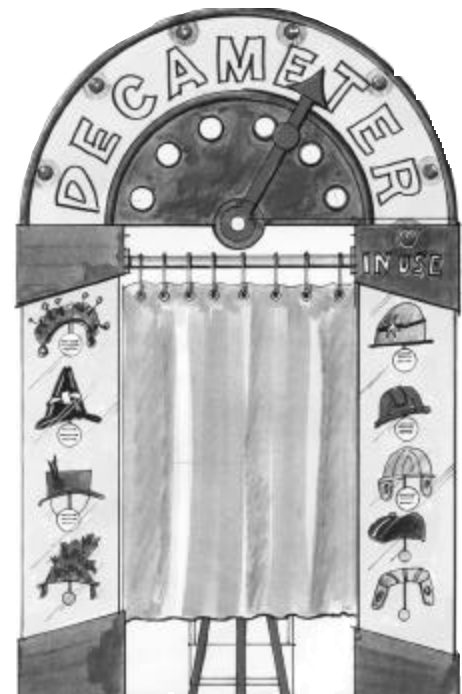
related EALRs:

Writing: 1.1, 2.2, 2.3

Social Studies: 1, 2

Science: 1.1, 1.3, 3.1, 3.2

Math: 1.2, 5



INQUIRY 3

The Decameter

Inquiry Problem:

Can you find the time? Inspecta Detecta has obtained pieces of evidence that appear to be from previous decades. She needs you to recreate the scenes of the time by assembling Decameter images into appropriate decades to match the evidence. Each team will be given one piece of evidence. Your job is to find and recreate

DESCRIPTION

Introduction Activity:
This activity uses the Decameter program on the History Lab CD-ROM to examine the stylistic indicators of different decades. Students will be challenged to assemble clothing, vehicles, street scenes, and ephemera typical of the last ten decades.

History Lab Exhibit:
The Decameter

TOPIC AREAS

- Material Culture
- Popular culture
- Costume history
- American history

MATERIALS NEEDED

- History Lab Outreach Kit
- Internet access
- Decameter Images
- Envelopes for Ephemeral Evidence

IMPLEMENTATION

1. Explain that a decade equals ten years and a century is equal to 100 years or ten decades. Each decade had its own popular styles.
TIME: 10 minutes
2. Students use the History Lab CD-ROM to construct different decades based on the pieces of evidence distributed. To prepare for the activity, print out the poster images from the Decameter menu in the Time Resource Kit and place in envelopes for the students. There will be ten posters total.
NOTE: This can be a group or an individual activity.
TIME: 30 minutes – 1 hour
3. Distribute the envelopes of "Ephemeral Evidence." Students can try to obtain an initial date by doing research or they may try to match them to the menu in the Decameter program. When they have dated the item, students then build the scene from that decade using the Decameter program. Students can turn in print outs of their on-screen collages for grading. You will have to verify all of the components of the students' screen images to make sure they are representative of the appropriate decade.
TIME: 30 minutes – 1 hour
4. Have student teams present their evidence and decade scene to the rest of the class. Students should justify their decade decisions as they present their screen images (either via projector or print out) and explain the significance of the Ephemeral Evidence to the decade.
TIME: 1–2 hours

REFERENCES

BOOKS

Our Times: The Illustrated History of the 20th Century. Lorraine Glennon (Ed.). Atlanta: Turner Publishing, 1995.

Washington: Images of a State's Heritage. Schwantes, Morrissey, Nicandri, Strasser. Spokane: Melior Publications, 1989.

Smithsonian Visual Timeline of Inventions. Richard Platt. New York: Dorling Kindersley, 1994.

WEBSITE

www.historylab.org
• "Time Resource Kit"

OTHER RESOURCES

Historic Newspaper Set
• Available from WSHS;
email web@wshs.wa.gov to request a set

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INQUIRY 4

Transportation Time

Des c r i p t i o n:

Students study various forms of transportation indicative of different time periods.

An inquiry problem is presented in which students have to find solutions to transcontinental travel in certain time periods.

The inquiry activity culminates with the construction of a student-illustrated timeline showing past, present, and future forms of transportation.

Obj e c t i v e s:

1. To use transportation as a means to examine ideas of past, present, and future.
2. To gain an understanding of technological change in transportation over time.

r e l a t e d EALRs:

Communication: 1, 3

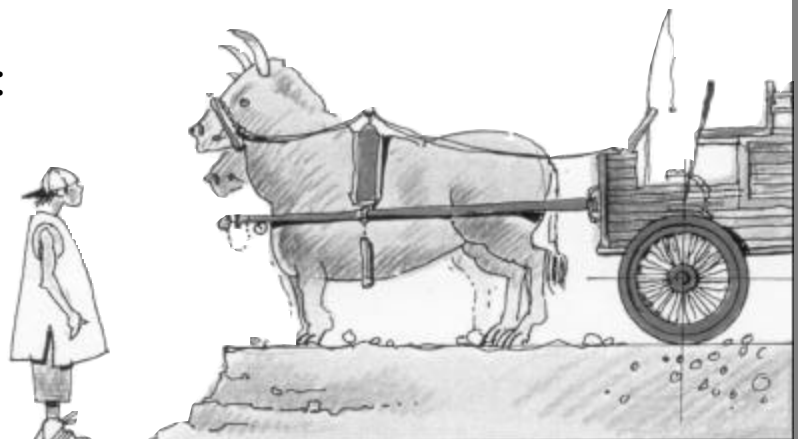
Writing: 1.1, 2.2, 2.3

History: 1, 2, 3

Geography: 2, 3

Science: 1.2, 1.3, 3.1, 3.2

Math: 1.2, 5



its decade. Can you do it?

INQUIRY 4

Transportation Time

Inquiry Problem:

Can you match the time to the transportation? You are moving from the East Coast of the United States to Washington State. What form of transportation would you use during these time periods: 1805, 1850s, 1890s, 1910s, 1940s, 1980s, 2001?

<u>DESCRIPTION</u>	<u>IMPLEMENTATION</u>	<u>REFERENCES</u>
Classroom Innovation Activity	1. <u>Introduction Activity</u> : Print out pictures of the forms of transportation in the "Transportation Time" section of the Time Resource Kit (www.historylab.org). Have the students correlate the images, matching a mode of travel, related encounter, and the amount of time it would take to travel across or around North America using that form of transportation. TIME: 15 minutes	<u>Washington: Images of a State's Heritage</u> . Schwantes, Morrissey, Nicandri, Strasser. Spokane: Melior Publications, 1989.
History Lab Exhibit: Transportation Time		<u>Art of the State: Washington</u> . Nancy Friedman. New York: Harry N. Abrams, 1999.
<u>TOPIC AREAS</u>		<u>Visual Timeline of Transportation</u> . Anthony Wilson. London: Dorling Kindersley, 1995.
Oregon Trail Railroad Air Travel Technological innovation Distance traveled over time	2. Pose the inquiry problem to the students. Write the years listed above on small slips of paper that students will draw from a hat. TIME: 15 minutes	<u>In the Beginning: The Nearly Complete History of Almost Everything</u> . Brian Delf & Richard Platt. London: Dorling Kindersley, 1995.
<u>MATERIALS NEEDED</u>	3. Have the students research and select a form of transportation for their year as well as identify a period-suitable route. Students then make a storyboard drawing that shows the mode of transportation, an encounter along the way, distance traveled, and the amount of time the journey would take. Students also list three time-appropriate items they would take with them. TIME: 1-2 hours	<u>Transportation: A Pictorial Archive from Nineteenth-Century Sources</u> . Jim Harter. New York: Dover, 1984.
• www.historylab.org "Time Resource Kit"	4. Construct an illustrated timeline of transportation for the class, using the storyboard images created by the students. Place markers on the timeline for each year noted as well as where the students feel the timeline should be divided into past, present, and future. TIME: 30 minutes – 1 hour	
• Paper, crayons, pencils, pens	5. <u>Bonus</u> : Students may speculate on a mode of transport either for the year 2010, basing their visions on solid scientific research, or for the year 2050 creating an artistic view of future transportation modes. Add these transportation images to the timeline.	
• Storyboard worksheet		
• United States and Washington State maps		

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INQUIRY 5

What Makes it Tick?

Description:

Students locate various timekeepers and practice artifact analysis.

Building on the knowledge gained through artifact analysis, students design and construct an exhibit of timepieces similar to the History Lab "Timeline of Timepieces."

Culminates with a special exhibit opening and viewing.

Objectives:

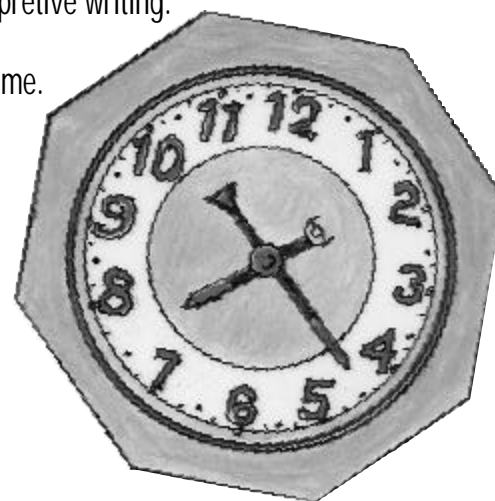
1. To teach students methods of artifact analysis.
2. To develop skills in observation, deductive reasoning, and interpretive writing.
3. To help students identify aspects of technological change over time.

Related EALRs:

Writing: 1, 2, 3

Science: 2.1, 2.2, 3.1, 3.2

Math: 1.2, 2, 3, 5



INQUIRY 5

What Makes It Tick?

Inquiry Problem:

Tom is determined to build his own museum exhibit of clocks and watches, but he needs your help to find examples of clocks that have digital numbers, pendulums, battery power, electrical power, wristbands, springs, and even radio wave receivers. Can you locate clocks with these characteristics and more? The exhibit depends on you, because each kind of clock tells a different story of time.

DESCRIPTION

Replication Activity:
Students learn object analysis, then apply this observation system to clocks brought from home. Final class activity is the assembly of your own class "Timeline of Timepieces" exhibit.

History Lab Exhibit:
Timeline of Timepieces

TOPIC & SKILL AREAS

Chronology
Technological innovation
Interpretive writing

MATERIALS NEEDED

- Internet access
- Wall space in class or other area
- Paper and board for creating and mounting labels
- Student clocks
- Artifact Detective Worksheets "Time Resource Kit"

IMPLEMENTATION

1. Present the Inquiry Problem to students a day or two before starting the project. This will give students time to search for different kinds of clocks and timekeepers.
TIME: 10 minutes
2. Print out and make copies of the "Artifact Detective" worksheet from the Time Resource Kit at www.historylab.org. Have students use these for the analysis that will take place in Step 3.
TIME: 15 minutes
3. Have students find a timekeeping object at home to analyze. Students analyze their object using the steps outlined in the Artifact Detective worksheet. If students are unable to bring their objects to school for the final exhibit, they may photograph or draw them.
TIME: 1-2 nights' homework
4. Students write a label for their timekeeping object to be used in the exhibit. The labels must be typed, using a specified typeface and point size, then mounted. Label copy should not exceed 50 words. NOTE: Use the information in the Artifact Finder Database or in the "Time Exhibit" online at www.msichicago.org as examples.
TIME: 1-2 hours writing time; 1 hour typeset and mounting
5. Class creates a "Timeline of Timepieces" using the timekeepers selected by each student. Objects should be organized chronologically by date. Date should have been successfully obtained by students through artifact analysis.
TIME: 2-6 hours
6. Invite other classes, parents, and/or the school principal and staff to your classroom to view the exhibit and participate in an "opening celebration."

REFERENCES

WEBSITES:

www.historylab.org

- Time Resource Kit
- Artifact Finder Database

www.msichicago.org

Museum of Science and Industry, Chicago, IL; "Time Exhibit"

BOOKS

[Smithsonian Timeline of Inventions](#). Richard Platt. London: Dorling Kindersley, 1994.

[The Illustrated Longitude](#). Dava Sobel & William Andrews. New York: Walker and Company, 1998.

ADDITIONAL ACTIVITY

Locate a couple of clocks that students can disassemble to determine just what does make them tick (i.e. power source, materials, critical parts, etc.).

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INQUIRY 6

Calculating Calendars

Des c r i p t i o n:

NOTE: This is a difficult activity and is most appropriate for 9-12th grade students.

Students assume the role of the secretary to the Minister of Time to perform calendar calculations.

Uses math calculation to investigate various cultures' (past and present) perception of calendar time.

Helps build an understanding of geography and physical time.

Ob j e c t i v e s:

1. To help students understand the origin of our modern calendar and its relationship to calendars of other cultures and times.
2. To develop math, science, and geography skills in determining calendar calculation and physical origin (location).

r e l a t e d EALRs:

Reading: 2, 3

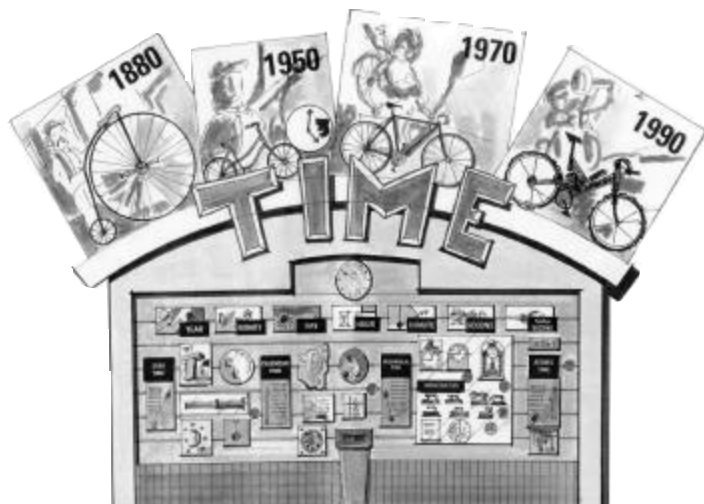
Writing: 1

History: 1, 2

Geography: 2, 3

Science: 1.3, 2.1, 2.2, 3.1, 3.2

Math: 1, 2, 3, 4, 5



INQUIRY 6

Calculating Calendars

Inquiry Problem:

You are the Minister of Time for your people. Since time travel has become quite common on Earth, people not only live in different places, they live in different times as well. An invitation to attend a world-wide meeting to discuss a new proposal for a world calendar has arrived. Since the Ministers of Time for various countries and religions all use different calendars, you must translate the date on the invitation (calculated by the Gregorian calendar) to the date of your calendar so that you arrive at the meeting on time.

DESCRIPTION

Classroom Innovation Activity: Students identify calendars from other culture groups, calculate dates based on those calendars, then compare all calendars and note the reasons for their differences.

History Lab Exhibit:
Timeline of Timepieces

TOPIC & SKILL AREAS

Cultural perceptions of time
Compare and contrast
Places and regions
Math

MATERIALS NEEDED

- Invitation cards
- Pictures of calendars from Timeline of Timepieces - www.historylab.org "Time Resource Kit"
- Calendar reference books and books about various cultures

IMPLEMENTATION

1. Make up invitation cards using the calendars listed below and in Mapping Time. To simplify the activity, you can have students calculate the year only based a particular calendar.
TIME: 1 hour prep time
2. Divide students into teams of two. Present the above inquiry problem to students and hand out invitation cards. One card to each student team.
TIME: 15 minutes
3. Have the students use books, articles, people, and Internet searches to find information about the calendar specified in their invitations.
TIME: 1–6 hours
4. Students perform calendar calculations to determine meeting date. They must show any mathematical equations they used and provide a written explanation of how they arrived at their date.
TIME: 30 minutes–1 hour
5. Students identify and pinpoint on a world map the country and area of origin where their calendar is or was used. Note each location on a world map mounted for class viewing throughout the project.
TIME: 30–45 minutes
6. Class reviews all the dates determined by student calculations. Call on all "Ministers of Time" to announce the translated invitation date to the class, including the country, population, and time period specified. Create a chart on the whiteboard or overhead to list all student-identified dates for comparison.
TIME: 30–45 minutes

REFERENCES

Mapping Time: The Calendar and Its History. E.G. Richards. Oxford University Press, 1998.

Dictionary of Geologic Terms. Robert L. Bates & Julia A. Jackson. New York: Doubleday, 1984.

What Time is It? A.G. Smith. Toronto: Stoddart, 1992.

CALENDAR EXAMPLES

- Julian Calendar
- Gregorian Calendar
- Jewish Calendar
- Mayan Calendar
- Babylonian Calendar
- French Republican Calendar
- Buddhist Calendar
- Persian Calendar
- Chinese Zodiac Calendar

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INQUIRY 7

Planetary Time: Rotation, Revolution, & Revelation

Desc r i p t i o n:

Students examine the history of celestial observation as well as the naming of days and months in preparation for creating a calendar for a planet in our solar system other than Earth. Comparisons between time on Earth and time on other planets are made by the students.

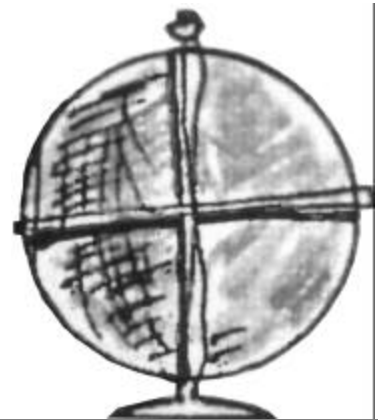
Obj e c t i v e s:

1. To help students develop an understanding of the observation of the days, weeks and months, as well as knowledge of the origin of the names of the days and months as per the Gregorian calendar.
2. To help students develop calculation skills in terms of hours, days, weeks, and months.
3. To build students' knowledge of the planets in the solar system and the concepts of rotation, revolution, and orbit.

r e l a t e d EALRS:

Science: 1.2, 1.3, 2.1, 2.2, 3.1, 3.2

Math: 1, 2, 3, 4, 5



INQUIRY 7

Rotation, Revolution, & Revelation

Inquiry Problem:

You have moved to another planet in our solar system and it is your job to develop the calendar. Compare and contrast the length of days, months, and years in comparison to those on Earth. How long does it take for your planet to revolve around the Sun? How long does it take for it to rotate on its axis? Make a calendar showing the number of days in a year on your planet. How will you divide the year into months? What names will you give the days and months?

DESCRIPTION

Classroom Innovation
Activity: Students calculate and name time on another planet.

TOPIC & SKILL AREAS

History of days and months
Movement of the Sun and planets
Division & multiplication

MATERIALS NEEDED

- Internet access:
www.historylab.org
- Solar system models or charts

IMPLEMENTATION

1. Analyze the Gregorian calendar (today's world calendar) and discuss the history of the demarcations of time (days, weeks, months, years). Present the origins of the names of the months and days.
TIME: 1 hour
2. Have each student select a planet (other than Earth) in our solar system and develop a planet calendar based on revolutions, rotation, and moon phasing (1 year = 1 revolution, 1 day = 1 rotation, phases of the moon = 1 month). How long would a day, a month, or a year be relative to Earth?
TIME: 1-3 hours + homework if necessary
3. Have students name the days of the week and months on their planet as well as calculate how old they are based on their planetary calendar.
TIME: 1 nights' homework
4. Encourage students to be timekeeping innovators: Have them create a calendar for their planet that shows the days and months in a year. Calendars may be made from any material the student chooses, from sticks to cereal boxes to painted paper.
TIME: 1-2 days
5. **Bonus Problem:** Examine the difference between the Earth's solar and lunar months. How are they alike and how are they different? Explain why leap years exist.
TIME: 30 minutes

REFERENCES

BOOK
Mapping Time: The Calendar and It's History. E. G. Richards. Oxford: Oxford University Press, 1998.

VIDEO
Bill Nye the Science Guy. "Time."
KCTS Public Television and the Disney Company.

FURTHER INQUIRY:

Explain what a light year is, then have the students determine how many light years away from Earth their planet is.

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INQUIRY 8

The Dating Game

Desc r i p t i o n:

Students decode the date references found on a clipboard in Inspecta Detecta's lab, correlate the time vocabulary to methods of dating, then match the appropriate dating method to particular objects. This activity serves as an introduction to the wide variety of methods used to date objects. The integration of history, science, geography, and language arts helps students understand how to learn about the past through objects.

Obj ec t i v e s:

1. To introduce students to object dating techniques relating to historic and pre-historic objects.
2. To help students learn to apply appropriate dating techniques to various objects.
3. To help students develop problem-solving and web-search abilities.

r e l a t e d EALRs:

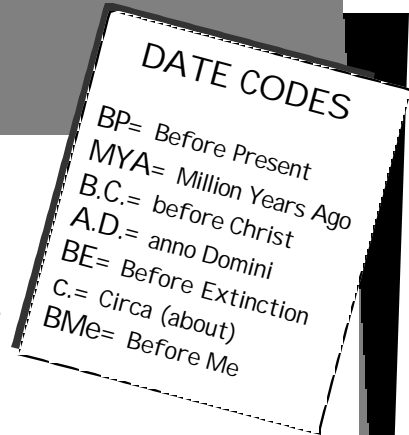
Reading: 2, 3

Science: 1.3, 2.1, 2.2, 3.1, 3.2



INQUIRY 8

The Dating Game



Inquiry Problem:

Inspecta Detecta has invited you to tour her lab where she spends many hours trying to solve the mysteries of the past. On the tour, you notice a dark corner fitted with white metal shelves on which an unusual collection of objects has been placed. A clipboard hangs on a hook, and the note on it reads, "To be dated." Cryptic letters are scribbled in a column on the paper. Before you can get a good look, you are hurried along on the tour. As your class is leaving, your curiosity overcomes your shyness. "Inspecta Detecta?"

"Yes," she replies.

"I was wondering what those things were in that corner where it said, "TO BE DATED."

"Oh," Inspecta says, her eyebrows raised. "So you want to play The Dating Game? Okay, if you can decipher the date codes on the clipboard and tell me what they mean, you can help date the objects. I hope you're feeling like a true time detective, because these objects are pretty tough. When you're ready, check your date code answers at www.historylab.org in the 'Activities' section. Good luck!"

DESCRIPTION

Classroom Innovation Activity: Students define each date abbreviation, then identify the most suitable method for dating each object.

TOPIC AREAS

Biological Time
Geologic Time
Mechanical Time
Pre-historic & historic time
Technological innovation

MATERIALS NEEDED

- Internet access
- Dictionaries & old catalogs
- Geologic Time chart
- Explanations of dating techniques
- Patent number chart

IMPLEMENTATION

1. Students try to decipher the date codes using books and other sources. Answers may be individually checked via the website, or the teacher can print out the information and use it as an answer key.
TIME: 1 hour + homework if necessary
2. Once students have deciphered the time vocabulary from Inspecta Detecta's clipboard, they are to match the dating technique to its kind of time and objects.
TIME: 45-60 minutes
3. Students review the objects on Inspecta Detecta's shelves (via the website) and try to apply the appropriate dating technique to the object. Have the students calculate the "BMe" date of three objects.
TIME: 1 hour
4. Patent dates: All students use the Internet to look up the patent number on the Steam-o-Matic iron and determine its circa date. Students then select an object of their own (make sure each one has a patent date on it) on which to apply patent date research.
TIME: 25-45 minutes + homework if necessary

REFERENCES

- Northwest Exposures: A Geologic Story of the Northwest. David Alt and Donald Hyndman. Missoula, MT: Mountain Press, 1995.
- Archaeology: Theories, Methods, and Practice. Colin Renfrew and Paul Bahn. New York: Thames and Hudson, Ltd., 1991.
- Dictionary of Geological Terms. Robert L. Bates and Julia A. Jackson for the American Geological Institute. New York: Doubleday, 1984.
- Dover reproduction catalogs

it 's about time!

INQUIRY 9

The Time Connector

Description:

Students use six sets of images to create three sequences and three connections between a person, place, object, and event.

This activity can be used as a pre-assessment of students' knowledge and assumptions about technological development, interpretations of time span, and causes of change through time.

Objectives:

1. To assess how students make connections between people, places, and objects.
2. To develop inference skills.
3. To determine how well students are able to identify and construct sequences of events, life cycle, and process.

related skills:

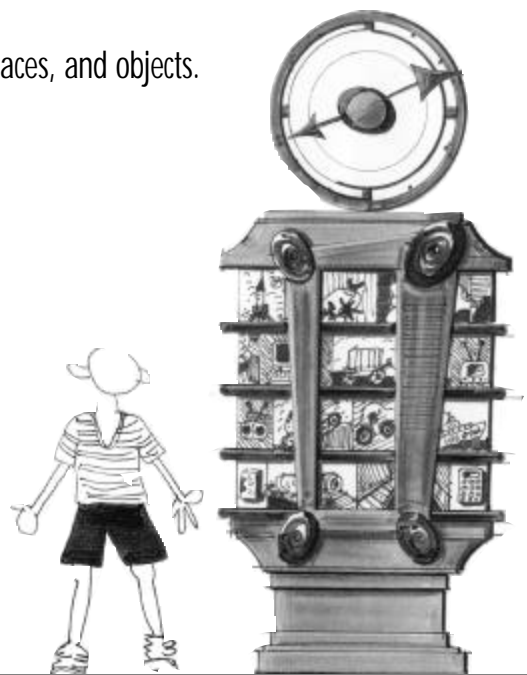
Communication: 2, 3

Reading: 1.5, 2

Writing: 1, 2, 3

Science: 1.1, 1.2, 2.1, 2.2, 3.1, 3.2

Math: 1.2, 2, 4, 5



INQUIRY 9

The Time Connector

Inquiry Problem:

Inspecta Detecta left you a stack of pictures to organize. You must find three time sequences and three connections between a person, place, object, and event. For each sequence and connection you must identify the amount of time represented (hours, days, years) and the time period (For example: c. 1935). Use the "Connections" chart to help organize your answers and justify each date solution with a research source.

DESCRIPTION

Replication Activity:
The Time Connector challenges users to identify time sequences and connections in PNW history. This inquiry activity could be used in a "centers" format along with 2-3 other time activities.

History Lab Exhibit:
The Time Connector

TOPIC & SKILL AREAS

Time Sequencing
Inference
Periodization
Writing

MATERIALS NEEDED

- www.historylab.org
"Time Resource Kit"
- Connections Chart
- Time Connector Images

IMPLEMENTATION

1. Using the Time Connector images, have the students try to identify three time sequences and three person, place, object, and date connections. Once complete, students document their solutions on the Connections Chart. Students then select a sequence or connection to research in detail, write about, and present to the class.
TIME: 30 minutes
2. Students conduct research on their selected connection or sequence, then write an extended explanation describing what the connection or sequence depicts.
TIME: 2 days
3. Students may return to their work groups to revise their Connections Chart based on any new information obtained through research.
TIME: 15-30 minutes
4. Each student presents his or her Connection or Sequence to the class. Presentations should be based on the research conducted and the written explanations.
TIME: 2 class periods, depending on the number of students

REFERENCES

- Washington: Images of a State's Heritage. Morrisey, et al. Spokane: Melior Publications, 1989.
- Washington: Art of the State. Nancy Friedman. New York: Harry N. Abrams, 1999.
- Encyclopedia of Northwest Music. James Bush. Seattle: Sasquatch Books, 1999.

WASHINGTON TOPICS

- Grand Coulee Dam
- Life cycle/Aging
- Chief Joseph
- Japanese Language School
- Northwest Music
- Logging

it 's about time!

INQUIRY 10

"That's a Wrap!"

Description:

This final assessment activity allows students to act as set designers and costumers for a series of period films. Students must use the skills acquired through other activities to best determine the appropriate costumes, props, and settings for their films. Students must also demonstrate that they are able to compare and contrast historic settings in the Pacific Northwest with related places and people in other parts of the world.

Objectives:

1. To determine how well students have learned object analysis, contextualization, and documentation techniques.
2. To determine how well students can explain in words, images, and three-dimensions their visions of the past based on solid historical research.

related standards:

Communication: 2, 3

Reading: 1.5, 2

Writing: 1, 2, 3

Social Studies: 1, 2

Science: 2.1, 2.2, 2.3, 3.1, 3.2



INQUIRY 10

“ That’s a Wrap! ”

Inquiry Problem:

A movie director has called to ask your company to develop the costumes and sets for a series of new period movies he is making. He wants the settings to be as historically accurate as possible. Each film is to be set both in your Pacific Northwest town and in another part of the world during the same time period. Prepare your proposal based on the dates he has provided and include the following: Costume samples for both men and women; setting features including objects, architecture, and technology; and social, cultural, and scientific influences. Present your findings by writing a setting description complete with historical references AND by creating one of the following: A two-sided, 3-dimensional set model; two large-format detailed illustrations; or a computer slide show depicting two different locations. All formats should show both your town and the non-PNW location.

DESCRIPTION	IMPLEMENTATION	REFERENCES
Classroom Innovation Activity: Final assessment for the unit.	1. Print out the Decade Date cards from the History Lab website. Present the inquiry problem to the students. Have students draw a decade date from a hat. Students may trade date cards if desired. Each student should work on the problem individually and select one of the final product options (set model, illustrations, or slide show). TIME: 15 minutes	BOOKS <u>A History of US.</u> (10-book series) Joy Hakim. New York: Oxford University Press, 1994.
History Lab Exhibit: The Decameter	2. Students begin research on their decade, trying to identify events, landscapes, significant locations (both PNW and world), and related objects (props). Review the citation methods for the sources they use. TIME: 3 days	<u>Washington: Images of a State's Heritage.</u> Morrissey, et al. Spokane: Melior Publications, 1989.
TOPIC & SKILL AREAS Cultural perspectives of time Technological innovation Simultaneous world events Scientific ideas 2- & 3-dimensional design Verbal & visual communication	3. Students write an annotated outline of the event, its decade, significant locations, and related world events. TIME: Writing time 1-2 days	<u>Washington: Art of the State.</u> Nancy Freidman. New York: Harry N. Abrams, 1999.
MATERIALS NEEDED	4. Students research and create their final projects (set models, illustrations, or slide show). All forms of final products must demonstrate use of resource material, and reference notations must be provided in a final outline. TIME: 4-15 days	<u>Our Times: The Illustrated History of the 20th Century.</u> Lorraine Glennon (Ed.) Atlanta: Turner Publishing, 1995.
<ul style="list-style-type: none"> • Decade Date cards • Copy machine • Glue, paper, scissors • Writing materials • Foam core or presentation board • Markers and colored pencils • Computer presentation equipment • Newsprint or large pads of paper 	5. Students present their final products and resource materials to the class in a “marketplace” setting. The teacher and other students move from place to place to review each student’s work. TIME: 2 class periods	WEBSITE www.historylab.org - “Time Resource Kit” - Artifact Finder database

notes

This curriculum unit is available from the
Washington State Historical Society Education Department • 1911 Pacific Avenue • Tacoma, Washington 98402
1-888-BE-THERE • www.historylab.org • www.wshs.org