**Lesson Plan**

**Day:** 1 **Grade:** 4

**Learning Outcomes**:

* Students will be able to order chronologically historical events on a timeline in order to recognize the temporal sequence of events in history.
* Students will place event on timelines.
* Students will understand cause-and-effect relationships among events.
* Students will construct a timeline of significant events in Ohio and the United States to demonstrate an understanding of units.

**Materials Needed**:

* Computers
* Website: [www.oplin.org/evolution](http://www.oplin.org/evolution)
* Timeline Scavenger hunt worksheet (attached to end of lesson)
* Dry erase board
* Dry erase markers
* Website: <http://www.history-timelines.org.uk/american-timelines/35-ohio-history-timeline.htm>

**Procedures:**

* “Today we are going to learn about timelines.”
* “Can someone tell me what a timeline is?”
* Call on a student to answer. A student may say a timeline is a way of displaying a list of events in chronological order.
* Have a student draw on the dry erase board with dry erase marker, an example of a timeline.
* Then go to the website <http://www.history-timelines.org.uk/american-timelines/35-ohio-history-timeline.htm> .
* Go over the information and talk about the timeline and how the events happen in chronological order. (If students do not know what chronological order means do a quick definition to help them get an understanding.)
* “Now we are going to the computer lab to do a time line scavenger hunt.”
* “But before we go, I would like to go over the worksheet.” (Hold up worksheet)
* Read over directions. (This helps students who are auditory learners and helps students who need to be read to for IEP’s and 504 plans)
* Ask if there are any questions. If so answer all questions before leaving the room to make sure everyone understands what we are supposed to do.
* Go to computer lab.
* Have students log onto the website: [www.oplin.org/evolution/](http://www.oplin.org/evolution/) (write this on the board and say it. This will help visual and auditory learners)
* Once students are logged in and on the website, have them begin the scavenger hunt.
* As students are working walk around the room and answer questions and make sure everyone is on task.
* Give about 40 minutes to do the scavenger hunt.
* After the 40 minutes is up, have students log off computer and line up to go back to class.
* Once students are in the classroom, have students sit down at their desks and work with their table mates to discuss and compare their timelines.
* Give about 10 minutes to complete this task.
* Once the 10 minutes is up have students come together as a big group to debrief on their timelines.

**Key Questions/Key skills**

* What are timelines? (A timeline is a way of displaying a list of events in chronological order.)
* What is cause-and-effect relationship among events? (A relationship between one variable, and another, or others such that a change in one variable effects a change in the other variable. A cause-and-effect relationship is claimed where the following conditions are satisfied: the two events occur at the same time and in the same place; one event immediately precedes the other; the second event appears unlikely to have happened without the first event having occurred.)

* Students will construct a timeline of Ohio’s history. (This is the scavenger hunt worksheet)

**Closure**

* “Can someone summarize what we learned today?” (Students may answer we talked about timelines and we learned that timelines are a line that displays events in chronological order.)
* “Now I would like you to please turn in your timeline worksheet.”

**Assessment**

* Students will be assessed informally through observations and by how they answer the key questions. Also students will be assessed on their timeline. Timelines are not for a grade but will be checked and given participation points.

**Ohio History Timeline Scavenger Hunt**

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Directions; Go to the website [www.oplin.org/evolution](http://www.oplin.org/evolution). Then navigate this website to answer these questions. Then when you collect all of the information, construct your own timelines with the information found. You should have 10 different timelines constructed.

1. What events happened on these dates under the category History? (Hint: Use all 11 territories)

**Congress Lands Northeast:**

1801-1810:

1830:

1876:

1894:

1896:

1920:

**Congress Lands Northwest:**

1794:

1813:

1814:

1876:

1920:

1969:

**Congress Lands South central:**1798:

1818:

1852:

1865:

1925:

1963-1971:

1975-1983

**Congress Lands Southwest:**

100bc-1600:

1795 (x2):

1840:

1888:

1896:

1903:

**Connecticut Western Reserve:**

1786:

1799:

1822:

1875:

1880:

1937:

1967:

**Firelands:**

1786:

1805:

1839:

1847:

1861-1865:

**Ohio Company:**

1788 (x2):

1836-1841:

1863:

1925-1929:

1993:

**Symmes Purchase:**

1787:

1788:

1790:

1830:

1869:

1888-1910:

1908:

1938-1953:

**Seven Ranges:**

1785:

1797:

1814:

1839:

1861-1865:

1880:

1900:

**US Military District:**

100bc-400:

1778:

1796:

1799:

1812:

1817:

1872:

1886:

1962:

**Virginia Military District:**

800bc-100:

1781:

1791:

1803-1810:

1812-1816:

1814-1818:

1822:

1825-1865:

Now construct the timelines with the given information.