

# Times Have Changed

## Chicago River Classroom Activity

### Summary

Students will build a timeline together using pictures to represent various historical periods.

This lesson should be used as a pre-lesson before a Chicago River classroom program.

### Procedure

- ◆ Ask the students to name some people or things from “a long time ago.” Accept all answers.
- ◆ Tape a large piece of butcher paper on the board. Have the students sit on the floor in front of the butcher paper. Tell the students they will be creating a timeline together. Explain that a timeline shows the order of events throughout history.
- ◆ Tell the students that you have some pictures that show various people or animals which were around during different times in history. Explain that they will be using these pictures to represent certain periods of time. Tell the students that they will be deciding the order that the pictures should appear on the timeline.
- ◆ Draw a line on the butcher paper. Point to the left side of the paper and let students know that this is where they will place things that happened “a long time ago”. Write “a long time ago” on the paper. Point to the right side of the paper and tell students that this is where they will put a picture of things that happen today. Write today's date on the paper.
- ◆ To make sure the students understand, ask them to point out on the timeline where they would put a picture of themselves and then their parents to show when each was born.
- ◆ Choose a student to come up and look at the pictures. Ask him/her to pick which picture shows something that lived a long long time ago. Longer ago than any of the other people in the pictures. If he/she doesn't choose the dinosaur explain that dinosaurs lived before people.

**Grade Level:** K – 2<sup>nd</sup>

**Duration:** One class period

**Objectives:**

1. Students will gain an understanding of the passage of time.
2. Students will be introduced to the changes that occurred in societies as time went on.

**Materials:**

- ◆ Large piece of butcher paper
- ◆ Cut-out pictures (provided below)
- ◆ Tape

**Standards:**

16.A.1a, 16.A.1b

- ◆ Place the dinosaur all the way on the left of the timeline.
- ◆ Choose a student to come up and look at the pictures. Ask him/her to pick which picture shows something that is around today. If he/she doesn't choose the person holding a cell phone, tell him/her that this is the most recent invention.
- ◆ Place the person holding the cell phone all the way on the right of the timeline but before the current date that was written.
- ◆ Continue to choose students to place the pictures in the places that they think that they occurred on the timeline, closer to the dinosaur or closer to the girl playing video games.
- ◆ Following the procedure, the pictures are included in the order in which they should appear on the timeline.
- ◆ As you are creating the timeline talk a bit about what each of the pictures represent. For example, the astronaut picture could be placed as happening today, but explain that astronauts began going into space even before people had personal computers.

## Reflection

- ◆ Have a discussion with the students. Ask them to name some things that had changed with the pictures on the timeline. For example, were clothes different, did people use different things for tools?
- ◆ Explain to the students that many things change as time goes on.
- ◆ Have the students draw a picture of something that is in the world today but was not in the past (for example, when George Washington was alive).