

# Making a Cove River – West Haven History Timeline

Scott Graves

**Overview:** In this lesson, students will apply basic research, and graphing skills, and knowledge of the local town to create a Historical TimeLine of human habitation at the Cove River Site.

**Objectives:** Students will be able to arrange historical events in chronological order using timelines. Locate specific information on a timeline pertaining to the growth and development of the United States (World). Read graphs, charts, tables, and analyze local historical resources.

Given posterboard, markers, and a list of historic events the student will construct an accurate timeline placing at least five events from his/her group studies (one event for each of the following time periods; B.C., 1 A.D to 500, 501 to 1000, 1001 to 1500, and 1500 to 2000, 200 to present), and two events from each of the other groups studies, in chronological order on the timeline.

<b>Key Concepts:</b> Time Continuity, and Change.
<b>Subjects:</b> Social Studies, Ecology, Geography
<b>Duration:</b> 3 class periods (80 minutes)
<b>Setting:</b> In the classroom
<b>Season:</b> Any Season
<b>Interdisciplinary Connections</b>
<b>Frameworks:</b>

*Environmental Education @ the Cove River Site, and other coastal Connecticut settings.*



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**Introduction | Engagement:** Begin the lesson by introducing the concept of chronological order. Draw a timeline on the board to model the concept of a timeline. Ask students if they can identify the first thing that they did when they woke up today.... What they did I after that, and so on, until up to the present moment in time. Every time the student gives an event, write it on the timeline. Students then take five minutes to write what they did this morning, in chronological order. They then make comparisons of their lists with each other. Wrap-up by reiterating what chronological order is, and explain the challenge of making a timeline for the history of the Cove River Site.

## Materials:

- Chalkboard & Chalk
- Computers with Internet access
- Reference books from the library
- Posterboard
- Markers

## Core Activities:

Students will be arranged in six groups. Each group will be given a range of dates “time slice for the Cove River Site”, and they will be set free to research their assigned time slice. Groups will work at a computer station, local resource area, or the class library. They will be looking for historical events/dates that occurred in their particular time range. Groups will then take 5 to 10 minutes to discuss and decide on the five events that they feel were the most important (one from each of five time periods; pre-Colonial contact to 1600, and 1600 to 1700, 1700 to 1800, 1800 to 1900, 1900 to present). Each student will list his or her group’s five chosen events on a piece of paper, in a timeline.

**Jigsaw work groups:** A member of each group will meet with a member of each of the other groups to form a new group. The students in these groups will be sharing the information that their original groups found. This way all of the students get to learn about all of the events in time from each other. The

students will write down three of the five events from each individual continent (other than their own).

**For the last core activity**, draw another timeline on the chalkboard and ask the students in the 1700's group to tell me one of their historical events. I will list this on the timeline in the appropriate place. Then I will ask the 1800's group to tell me a historical event that they found. I will then ask for someone any other event and whether it should go to the left or the right of the last event we listed, and approximately how far to the left or right. Repeat this several times, until the students have caught on, and are able to place the events in the appropriate places on the timeline.

**Closure Activity:** Students will return to their original groups for this activity. They will be constructing group timelines with posterboard and markers. These will consist of the five events from their time slice and three events from each of the other four periods. All five timelines will be put on a bulletin board outside the classroom.

**ESOL Considerations:** The students will be in cooperative learning groups for the majority of this project. This is an effective ESOL strategy, because the ESOL students will be assisted by their peers. Also, the ESOL students may be able to share some historical events from their native land that their group or other groups could use for their timelines.

This should help promote a feeling of importance, contribution, and self-worth to ESOL students. I will be modeling for the students, which is also an effective ESOL strategy.

### **Evaluation:**

Each student will be given a piece of posterboard, markers, and a composite list of all events that were found (five events from each of the five groups), but they will not be given the dates. Each student will have to construct a timeline, list all five of the events/dates that they found for his or her time slice, and at least two events/dates from each of the other four periods accurately on

the timeline. The events/dates that the students list will be color coded by time slice.

**Follow-up Activities:** Over the course of the next couple of days let the students work on a class timeline. This would be a large timeline that lists all of the events that the students found for all of the time slices. This could be used for the bulletin board. Another activity would be for us, as a class, to record special occasions that occur in our classroom and create a working timeline during the course of the whole school year. We could include dates when we had perfect attendance as a class, birthdays, days when everybody scores well on a test, etc.

**Self-Assessment:** Review the group timelines that the students made, as well as, the individual timelines that were created for the assessment of the lesson to determine if the intended learning outcome was indeed actualized.

It should be noted that this lesson would be most useful as a primer for a unit on world history, or history of the Connecticut Region and New Haven / Cove River in particular. It will help students build charting and graphing skills and help them organize their knowledge of history.

*adapted from Chad Barrows:  
<http://www.adprima.com/social13.htm>*