

## Unit 1, Lesson 7: Using Chronologies to Explain Change Over Time

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### Lesson Overview

In this lesson students will continue practicing the creation of chronologies of events, people, and regions in stations and analyze them to explain causes, effects, and changes over time.

The Delaware history standards for grade 4 expect that students will be able to create chronologies of events and people and identify cause-effect factors. They also expect students to be able to create chronologies relating to regions, societies, and themes and explain changes over time associated with them. This lesson includes activities that provide students with practice doing each of these.

### Delaware Standard(s)

- **History Standard 1, 4-5 [Chronology]:** Students will study historical events and persons within a given time frame in order to create a chronology and identify related cause-effect factors.
- **History Standard 2b, 4-5 [Analysis]:** Students will examine historical materials relating to a particular region, society, or theme; chronologically arrange them; and analyze change over time.

### Big Ideas

- Chronology, cause, effect, change over time

### Essential Questions

- What changed and why?

### Enduring Understandings

Students will understand that they can draw conclusions about changes over time as well as the causes and effects of those changes.

### Resources

- [Lesson 7 Google Slides](#)
- [Resource 1: Analyze Timeline for Change Over Time](#)
- [Resource 2a: Station 1 Activity](#)
- [Resource 2b: Create a Vertical Timeline](#)
- [Resource 3a: Station 2 Activity](#)
- [Resource 3b: Create a Horizontal Timeline](#)
- [Resource 4a: Station 3 Activity](#)
- [Resource 4b: Create a Pigeon Foot Chronology](#)
- [Resource 5a: Station 4 Activity](#)
- [Resource 5b: Create a Horizontal Timeline](#)

## Procedures

1. **Introduce the lesson:** Tell students that they will continue practicing the creation and use of chronologies to explain causes, effects, and changes over time. They will do this working at stations around the room.
2. **Whole Group Guided Practice.** Distribute copies of [Resource 1: Analyze Timeline for Change Over Time](#). Project the timeline on Resource 1 for all to see. Have students work with a partner to explain a change over time then identify one cause and one effect of that change. Then ask volunteers to share answers.
3. **Debrief Activity.** Tell students that the goal of the activity included...
  - a. reinforcing the idea that chronologies are very useful to historians. They allow them to identify changes over time then draw conclusions about causes and effects.
  - b. giving the students time to practice the skills associated with chronology in preparation for our next activity.
4. **Stations:** Organize students into small groups. Place copies of **Resources 2a-5b** at stations around the room - one Resource with Timeline template per station. For each reading (Resources 2a-5a) there is an accompanying timeline template (Resources 2b-5b).
  - a. [Resource 2a: Station 1 Activity](#)\*
  - b. [Resource 2b: Create a Vertical Timeline](#)
  - c. [Resource 3a: Station 2 Activity](#)
  - d. [Resource 3b: Create a Horizontal Timeline](#)
  - e. [Resource 4a: Station 3 Activity](#)
  - f. [Resource 4b: Create a Pigeon Foot Chronology](#)
  - g. [Resource 5a: Station 4 Activity](#)
  - h. [Resource 5b: Create a Horizontal Timeline](#)

**\*Teacher Note:** Resource 2a uses the term Negro as it is the term commonly used in the 1920s and the term used by Carter G. Woodson. Teachers will want to explain to students that the term is no longer used to refer to African-Americans or other Black people.

Have students circulate through the stations following the instructions for each station: Create a timeline (type of timeline varies by station) of the important events described in the handouts provided at each station. Then, identify one cause and one effect of that change.

*Alternative Strategy:* As an alternative you can place the handouts for each station in a file folder and have students in different “tables” work with one folder’s contents at a time.

5. **Presentations:** When students have had time to complete the tasks for all the “stations,” ask each group in their final station to present their work to the rest of the class. Others in class can be invited to pose questions to the presenters that help refine/improve the presenters’ work.