

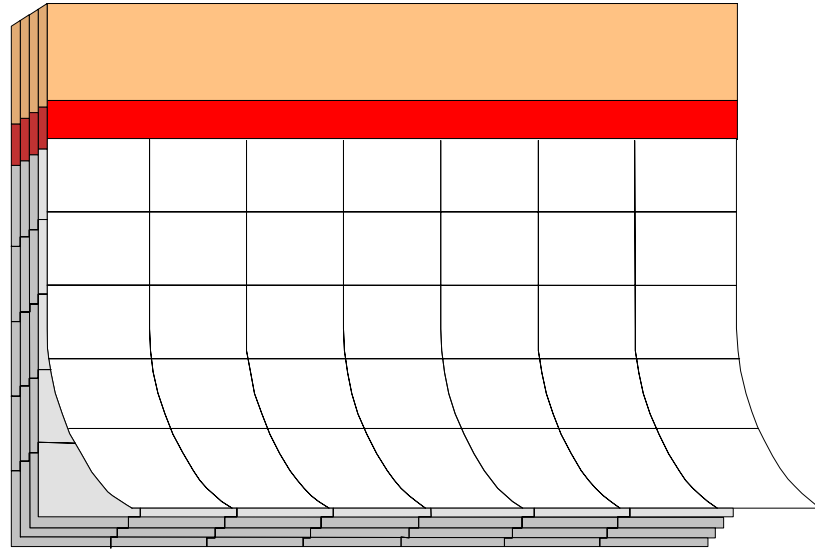
3.1

THEN AND NOW

SET-UP ACTIVITY



CURRICULAR FOCUS:
SOCIAL STUDIES
GRADE LEVELS: 2-6



Timeline of the Century

How can you make the climactic final century of this millennium come alive for students in your school?

Objective: Create a school-wide, year-long timeline project that will help students understand the great changes society has undergone over the past 100 years.

Background

This will be the only opportunity in your (or your students') lifetime to mark, celebrate, and understand the turning of one century into another. How can you create a project big enough to take full advantage of that opportunity? By engaging the whole school in a year-long, visual project that will inspire and build student engagement month by month and topic by topic. *Around the World with Miss Columbia* provides a highlight and a personal context for your timeline, but the timeline activity can (and probably should) begin before you focus your attention on Miss Columbia and extend long afterwards.

The key to the "Timeline of the Century" activity is the extent to which it can become student-driven. Depending on your own circumstances, you may decide to involve only certain grade levels or classes. But once their research and display responsibilities become clear, students should take charge of the content and design of their assigned topics.



Materials

The sky's the limit on this one! The more different kinds of art materials your students can work into their timeline, the more impressive it will be when finished.

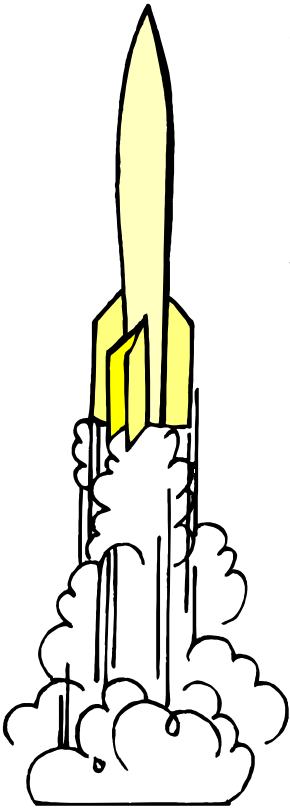
Getting Started

This outline suggests one way of structuring a schoolwide "Timeline of the Century," but there are many ways of accomplishing the same ends by adapting what you find here to individual classrooms or single grade levels. In any case, however, as a school-wide project—a theme, really, for the entire school year—the activity requires school-wide buy-in from teachers in all participating grade levels. Before announcing the project to the school community, you'll need to meet with all participating teachers, enlist their support, hear their ideas, decide upon an organizing structure for the timeline (see Box on page 62), set deadlines, and ensure that everyone is ready to take the plunge.

Most students in grades 4 and above will be familiar with the idea of timelines, but participating classes in younger grades may want to do some "practice timelines," perhaps tracing activities through the days of a week or children's activities during summer vacation.

**Procedures: Launching Your Timeline of the Century**

1. Tell students at an all-school assembly (or through individual classrooms) that they are going to celebrate the turn of the century by creating The World's Greatest Timeline. It will have to be the world's greatest, in order to fully capture the world-shaking, life-changing events of the past 100 years. Let students know that they will be in charge of designing and creating the timeline; that much of the work will be done in individual classrooms and then joined together in a central display; and that the sky is the limit as far as how big this timeline can grow. Challenge students to create something they will remember for the rest of their lives.
2. Work with your school's art teacher and some older students (the fifth or sixth grade leader's club or honor society, if you have one) to create a basis or framework for the display. Part of the fun will be seeing the framework fill up over the course of the year. Consider using the walls of your school's hallways, the gym, or auditorium.
3. The project can become wonderfully interdisciplinary, weaving history, language arts, science, fine arts — literally every discipline, since it is intended to examine the major trends of the 20th century. Try to take advantage of this opportunity by involving all of your school's specialists in art, music, physical education, library science, world languages, and computer technology.
4. Build momentum for the project so that it culminates during Miss Columbia's visit (or, if your school is not hosting a visit, during a time when you give *Around the World with Miss Columbia* a special observance). Take time out at other times during the year to admire the growing timeline at school assemblies and parent open houses. When it's completed, consider staging a special "Celebrating the Century with Miss Columbia" event at your school, inviting students to guide parents and community members through their part of the timeline.



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TIMELINE OF THE CENTURY

One Way to Organize Your Timeline

This table presents some theme ideas for your “Timeline of the Century.” Collectively, they represent one way to divide up and analyze the major trends of the 20th century. You and your colleagues will need to decide how you want to divide and assign timeline responsibilities to students. Issues to be determined include the following:

- ◆ Should individual classes or grade levels take on a given theme and follow it through the century? Or should they become “experts” in a given decade across all of your timeline’s themes? Or —yet another choice — should they become experts in a given culture and region of the world, to extend your timeline’s coverage beyond U.S. borders?
- ◆ How should the themes be determined? Should students play a part in suggesting themes and deciding how the school should address them?
- ◆ Should every class be given a different topic? That would ensure that each class’s displays would contribute in a different (i.e., without undue repetition) way to the timeline. But choosing this route can mean more work — and a much bigger timeline!

(Imagine this Timeline spreading across hundreds of feet of hallway wall space in your school.)

Our School’s Timeline of the Century!

	1900’s	1910’s	1920’s	1930’s	1940’s	1950’s	1960’s	1970’s	1980’s	1990’s
HOW WE LIVED										
• Daily Life at Home										
• Sports, Culture, and Pastimes										
• Common Professions										
THE NEWS										
• National Events										
• Events Around the World										
HOW WE GOT HERE										
• Communications										
• Computers										
• Transportation & Energy										
• Science & Space										
• Medicine & Healthcare										
WHAT WE CARED ABOUT										
• Understanding Our Diversity										
• Changing Roles for Women										
• Taking Care of the Earth										