

Strategy Scenario

Strategy: Chunking, Imagery

Content: Paleontology

Title: Animal Time Line

Time Required: 30 minutes

Number of Participants: 15-25

Target Audience: 4th graders

Goal of Activity: Give students a visual idea of the time involved and eras from the earliest life forms to present day.

Purpose of Script: To illustrate a use of chunking using spacial time arrangements and visual images of the passage of time and biological evolution.

Learning Outcome(s), Gagne's Taxonomy: Intellectual Skills

Learning outcome(s), HEO Taxonomy: Knowledge

Learner Characteristics: Typical fourth graders, 10-11 years of age.

Entry Skills: Reading at a 2nd or 3rd grade level. This activity can follow a unit on dinosaurs or during life science.

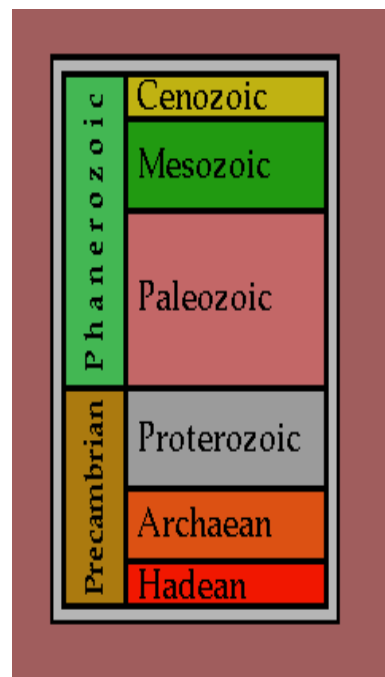
Setting: Classroom

Media:

- Teacher constructed laminated 15-20 feet long by 1 foot wide strip of butcher paper representing time from 480 million B.C. to present.
 - Marks every two inches equal 2 million years.
 - The early eras (Jurassic, Phanerozoic) are colored and labeled. (right)
- Baseball-card size laminated cards containing pictures and facts on various plants and animals from all time periods, from trilobites to man either teacher constructed or student constructed.

Process:

1. Teacher introduces the activity, letting students chose 3-5 cards from a box at random.
2. The teacher rolls out the timeline on the floor.



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3. One at a time the students take one card, are given a chance to show the card and read the name and facts about the plant or animal then place the card on the timeline where it belongs.
4. This can be done as an enrichment activity or as part of a unit.
5. Similar timelines can be used for all age groups for a variety of topics, such as human history or technological advances. Timelines can cover time periods as short as one year up to 5 billion years (big bang to present). They get people moving and can stimulate great discussions. We should do one in Trends that can be used each term.

Strategy Assessment:

Teacher questioning can assess the learners understanding of the order of events discussed: Which happened first, ___- or ___?. What characteristics are common to plants in the ___ era?

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References:

West, C., Farmer, J., & Wolff, P. (1991). *Instructional Design: implications from cognitive science*. Englewood Cliffs, NJ: Prentice Hall.