

## Surf into the Past: Internet/Timeline Lesson

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**Lesson Overview:** Using the internet site for the Nightengale Archaeological Center <http://www.lcra.org/lands/parks.html>, students will integrate technology, social studies, math, art, and language arts skills to create an illustrated timeline for the four cultural time periods represented at this archaeological site. Students may work individually or in cooperative groups to obtain the necessary information using internet technology and interpret the material by using appropriate drawings to represent each time period. As a culminating activity, students write and illustrate a story to describe changes indicated by the timeline.

**Objectives:** Students will

- locate Nightengale Archaeological Center internet site
- read material relating to cultural time periods
- recognize differences in cultures for each period
- draw an illustrated timeline
- write and illustrate a story to describe changes over time

**Materials:** on-line computer access, butcher paper, drawing materials, handout of extra illustrations

**Activity:**

Step 1: Students access internet site for the Nightengale Archaeological Center with specific attention to the link to Cultural Time Periods and Artifact Drawings. The best way to get to the site is through the LCRA website: <http://www.lcra.org/lands/parks.html>, then go to the link for the Nightengale Archaeological Center.

Step 2: Students measure and mark off a timeline for the 10,000 year span represented by the four time periods.

Step 3: By drawing or sketching illustrations from the internet site and handout of extra illustrations, students place the appropriate pictures in the time period they represent.

Paleo-Indian Period (10,000 years ago) may include mammoth and bison.

Archaic Period (8,500-1,250 years ago) may include atlatl, spear, chert tools, dart points, and plants.

Late Prehistoric Period (1,250-300 years ago) may include pottery, small animals, arrow point, bow and arrow.

Historic Period (300 years ago) may include horse, Spanish explorers, priest, and mission.

Closure: After presenting timelines to the class, students are asked to write and illustrate a story which describes changes over time as shown in the timelines.

Extension: Students can add the Present Period and/or Future Period to their timeline by using drawings and/or illustrations from magazines or catalogs. Working in groups, students must reach consensus on representative items by evaluating reasoning given for each selection.