

## Changes Through Time

**WebQuest Description:** This WebQuest will give students the opportunity to go beyond telling time. Most students do not know the historical concept behind clocks and recording time. By using this WebQuest, students will investigate four different methods of recording time, analyze each method's purpose, and compare them to today's methods.

**Grade Level:** K-2

**Curriculum:** Math

**Keywords:** Telling Time

History of Time

Changes through Time

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### Introduction

Today, you will step back in time. You are a time traveler investigating the different ways people recorded time in the past. Today, we use digital clocks, wrist watches, and mechanical clocks to record and tell time. Imagine not having any of those ways to tell time. Today you will find out what people used hundreds of years ago to keep track of time.

### Tasks

Today, it is your job to investigate time recording devices. You will be broken up into groups of 6. Each group will be assigned to a particular time keeping device. Each person will then be assigned to one component of the research: Who? What? When? Where? Why? How? After the research is complete, the groups will organize their information and present it to the class.

### Process

After breaking up into groups of six, each group will be assigned to a particular time recording device: Hourglass, Water Clock, Sundial, Shadow Clock, Obelisk. After each group receives its time recording device, each student will be assigned to one of the following Five Ws and H: Who- Who were the people who founded the device? Give a brief description. What- What is the actual time recording device? Why was it given its particular name? When- When was the device founded? Give a brief description of the time period. Where- What part of the world was the device founded? Did its location influence its creation? Why- Why was the device created? Give a brief description. How- How was the device made? What it is made out of? A drawing will help the class understand your device. Here are Websites that will help you research your devices: Hourglass <http://www.tkyoung.com/history.html> <http://www.madehow.com/Volume-5/Hourglass.html> Sundial/ Shadow Clock <http://africanhistory.about.com/library/weekly/aa033101b.htm> <http://www accuratesundials.com/site/591582/page/143772> <http://www.qwerty.co.za/sundials/intro/index.html> Obelisk <http://www.egipto.com/obeliscos/histo2.html> <http://www.link-mail.com/43550.html> Pendulum Clock [http://www.arcytech.org/java/clock/clock\\_history.html](http://www.arcytech.org/java/clock/clock_history.html) <http://inventors.about.com/library/weekly/aa072801a.htm> General Clock Websites <http://www.time-for-time.com/clocks.htm> <http://inventors.about.com/library/weekly/aa071401a.htm> <http://library.thinkquest.org/C008179/historical/basichistory.html> <http://physics.nist.gov/GenInt/Time/early.html> <http://www.time-for-time.com/history.htm> Games <http://www.time-for-time.com/game.htm> &nbsp;  After each person in the group finishes the research, the group will organize the information in a web. After the group is done, it will present its findings to the class. After all the presentations are completed, students will fill out a Ven Diagram comparing the devices of the past to today's modern devices. &nbsp;  

### Evaluation

Category and Score	Beginning 1	Developing 2	Very Good 3	Exemplary 4	Score
Research	Very little information on the topic, information is disorganized and difficult to understand	Some facts about the topic, the information is somewhat organized and hard to understand	The information is clear, organized, and descriptive	The information is clear, organized properly, descriptive, and easy for an outside audience to make conclusions from the information	%25

Category and Score	Beginning 1	Developing 2	Very Good 3	Exemplary 4	Score
Group Activity	No research done web not complete	Some of the group worked on the research and filled out the web	The research is complete and the web has most of the information needed	All research is complete, the web is neatly and properly filled out	%25
Oral Presentation	Difficult to understand, low volume, information is scattered	Hard to understand, better volume and more clear but the information is hard to understand	The tone and volume are at a comfortable place and the research is presented in a clear manner	Volume, eye contact, and clarity are present and the information is understandable, conclusions can be made by an outside audience	%25
Class Participation	No participation in the group and in class	Works independently with the group and has minimal participation in the discussion	Works well with the group and is engaged in class discussion	Active member of the group and in the class discussion, asks questions to clarify ,an active participant overall	%25
				Total Score	%100

## Conclusion

After the WebQuest Activity, students will gain a better understanding of telling time. They will not only know how to tell time, but also know the concepts behind it represented by a variety of time recording devices. Students will use other subject areas to accomplish the given task: Language Arts (research, reading, writing), communication skills (public speaking, group work), Math, and Social Studies. This lesson is an excellent way to combine multiple subjects together into one interactive and cooperative learning activity.

## Teacher Page

Changes Through Time is an excellent interactive lesson for students to research the historical aspect of telling time and the devices that help us record and tell time. The lesson is geared towards the third to fourth grade group after they have mastered the concept of telling time in earlier grades. This lesson follows the Connecticut State Department of Education in Mathematics and Social Studies: Connecticut State Department of Education 2005 Mathematics Curriculum Framework Grades K-3 Standard 3.3 Develop and apply units, systems, formulas and appropriate tools to estimate and measure. a. Plan events and make schedules. b. Determine and use different tools and units appropriate for specific measurement tasks. Connecticut State Department of Education Geography Framework Content Standard 3: Historical Theme Students will apply their understanding of historical periods, issues, and trends to examine such historical themes as ideas, beliefs and institutions; conflict and conflict resolution; human movement and interaction; science and technology in order to understand the world came to be the way it is. Grades K-4: Students will describe some goods, products, and ideas which were exchanged as a result of movement. Content Standard 4: Applying History Students will recognize the continuing importance of historical thinking and historical knowledge in their own lives and the world in which they live in. Grades K-4: Student will recognize relationships between events and people of the past and present circumstances, concerns, and developments. During the lesson, students will organize their information into a web and present it to the class. This cooperative learning in groups helps students who are behind or who have special needs. Studies have shown that students learn better from their peers than their teachers. At the end, students will make conclusions about the time recording devices and compare today's devices to those used centuries ago. The main objective of the lesson is to make math fun. Telling time is very important to everyday life, but it can get boring. By using this WebQuest, in conjunction with other telling time units, students will gain more knowledge about what those numbers mean on the clock and the significance it played in history and the significance it has today. I hope this lesson can help students who are having trouble learning how to tell time by giving a legitimate meaning to math and telling time. Image credits for the WebQuest: <http://www.e-reviewers.com/investigator.gif> [http://sevendcolors.org/images/photo/original/globe\\_west.jpg](http://sevendcolors.org/images/photo/original/globe_west.jpg) <http://img.villagephotos.com/p/2005-3/971607/3dclocks.jpg> <http://www.infoorganizers.com/fileadmin/template/main/images/puzzle-pieces-2.jpg> <http://www.tvja.org/science/images/grades.gif> [http://www.gwinnett.k12.ga.us/BerkeleyLakeES/teacher\\_folders/Kgraphics/apple1.gif](http://www.gwinnett.k12.ga.us/BerkeleyLakeES/teacher_folders/Kgraphics/apple1.gif)

### Standards

### Credits

### Other