

VERTICAL TIMELINE

Concepts Explored in this Lesson

To help kids connect to the Ancient Ashkelon Vertical timeline, have them create a vertical timeline of their life. The purpose of this activity is to begin to understand vertical timelines and stratigraphy. This is a really abstract concept for students, little ones especially.

Students will also learn about the groups of people who occupied Ashkelon during each time period.

First introduce the Ancient Ashkelon vertical timeline as a whole class. Have them tell you what they see. Be sure to discuss its layout, on the left it lists the time periods and pertinent facts. On the right it shows how each group of people built on top of what the previous group had left behind. Also point out how it is color-coded.

As a class create a vertical timeline bulletin board in your classroom. This can be used as a reference and a place to record information for your class throughout their student of ancient Ashkelon. A PDF example of what this might look like is found on our website.

After your discussion, have each student create a vertical timeline of their life or of a certain number of years of their life.

On the left side of the page they will write each year and something that happened during that year. The earliest year (birth, for example) will be on the bottom. On the right side of the page they will draw something that happened that year and the artifacts attached to that event .

For younger students stick to events that happened in one year (learned to walk (artifact: Shoes), brother was born (artifact: rattle), went to kindergarten (artifact: book), went to Disneyland (artifact: mouse ears)).

For older kids, you could begin to introduce multiple events in each year and also things that happened for several years (took dance class from ages 7-10 (artifact: tutu) or went to Hamilton school from ages 5-9 (Artifact: a book)).

Make sure students color code their writing to their pictures, just like it is done in the Ancient Ashkelon timeline.

Remind students that archaeologists start at the top and work their way down. So have them start with the most recent events and work down.

You may want to either pre-draw the boxes for your students or have them fold their paper so they have defined areas to work.

If you would like to extend this activity you can have students make 3-D vertical timelines. Examples of this are below.

When students are finished have them “excavate” their lives with a partner. Remember, archaeologists start at the top and then work their way down.

Questions to ask:

1. What is the first artifact (the latest) the archaeologist would find about your life?
2. What is the last artifact (the earliest) the archaeologist would find about your life?
3. Are any of the artifacts the archaeologist found connected?
4. For students who did events over several years and the same artifact would turn up several times:
 - When did the event start?
 - When did it end?
 - How did you know the event carried out over several years?

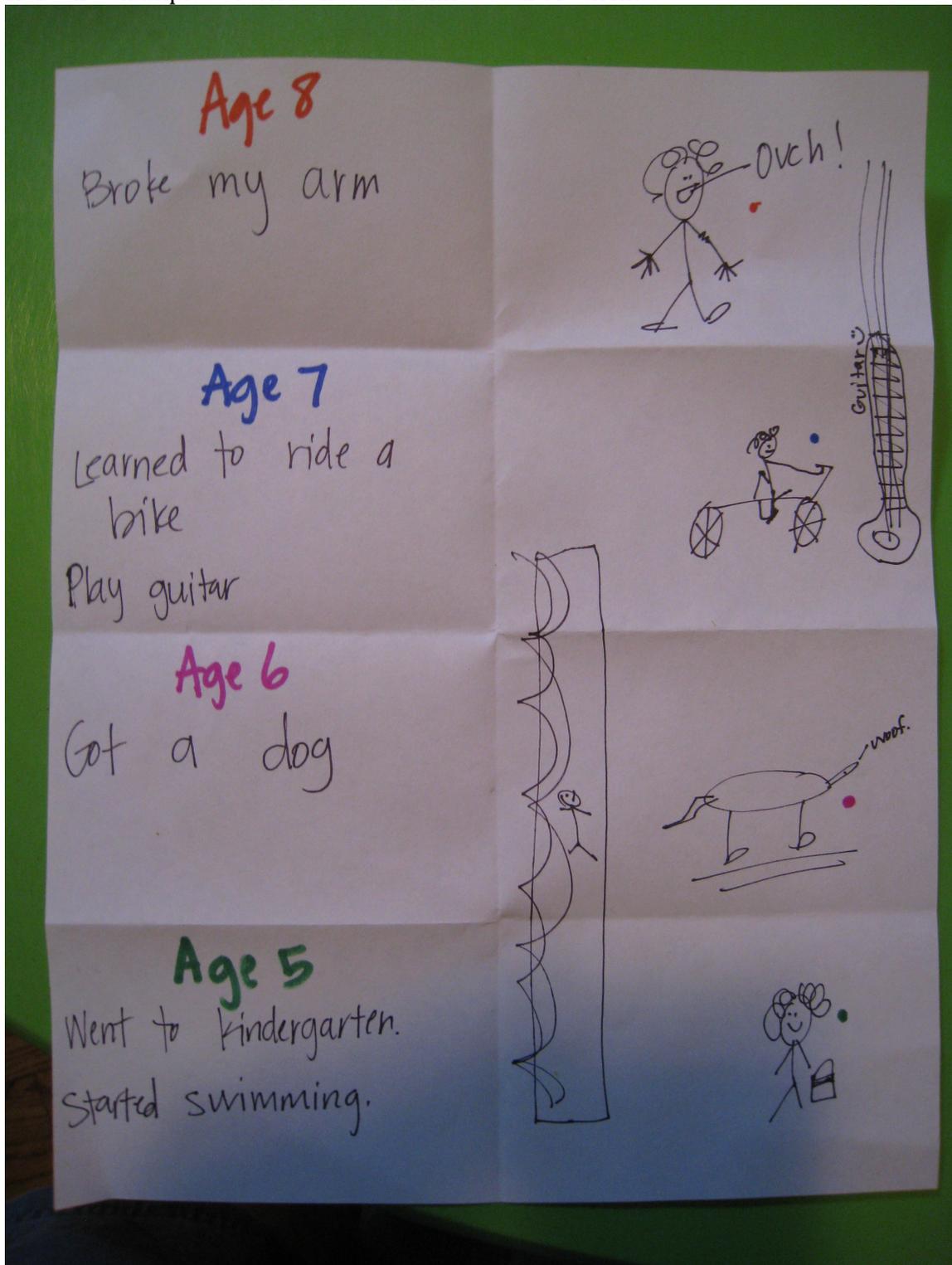
As a group discuss these questions- THIS CONCEPT IS VERY ABSTRACT AND HARD FOR EVEN ADULTS TO UNDERSTAND:

1. Can artifacts from the top of your timeline be found in the bottom of your timeline? (NO: for example, if you went to Disneyland when you were 5, there wouldn't be an artifact from this trip during your age 1 year because you hadn't gone yet)
2. Can artifacts from the bottom of your timelines be found in the top of your timeline? (YES, for example, if you had a rattle when you were a baby your mom and dad may have kept it and it is still floating around in your house)

Refer back to the Ashkelon timeline and look at the Persian/Phoenician time and the bust of Cyprus (yellow). This could not have been found during the Philistine or Canaanite time because it hadn't been made yet, but it could have been found during Hellenistic, Roman, and Islamic periods.

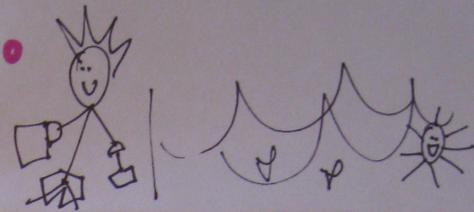
To further build students' knowledge about the people who occupied Ashkelon during each period watch the 2 Minutes In Each Time Period Videos. Have students add notes to the vertical timeline about important objects found during the time periods or significant information about the people who were living in Ashkelon during each time period.

Here are examples of what these timelines could look like.



Age 3

We went to the
ocean



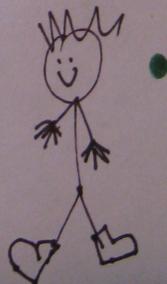
Age 2

My sister was
born



Age 1

learned to
walk.



Born

I was born

