COMMON CORE CONNECTION
UNDERSTANDING TIMELINES USING ART

COMMON CORE STANDARDS

CCSS.Math.Practice.MP2 Reason abstractly and quantitatively

CCSS.Math.Practice.MP4 Model with mathematics

Intended audience Grades 4–7 history and/or math classes

Time frame approximately one 50-minute lesson

OVERVIEW

This lesson focuses on understanding BCE and CE dates on timelines using the creation dates of various artworks as data points. Students will be able to sequence the creation of artworks as well as determine the amount of time between dates.

SUPPLIES

- Printed copies of Understanding Timelines Using Art worksheet
- Printed or digital copies of *"Linga" with One Face* (25.250), *Mourner* (27.339), *Nike* (54.608), and *Goddess or Priestess* (71.1090)
- Printed copy of Understanding Timelines Using Art Answer Key (optional)

ACTIVITIES

❶ Start the lesson with a brief discussion of the difficulty of conceptualizing time: *What is time? We cannot see it, hear it, smell it, or taste it, so how do we measure it? History is the past, today is the present, and tomorrow is the future.*

❷ Lead students through a guided discovery of timelines using the Understanding Timelines Using Art worksheet, starting with an explanation of timelines and how to measure time. Then continue with students placing artwork dates on a timeline. Finally, students will use the timelines to measure time between the creation of artworks. There is an answer key included for this activity.

EXTENSIONS

- Have students find four pieces of artwork from the Walters Art Museum's website that they like (two BCE pieces and two CE pieces). Have them sequence the dates of the artworks and explain how much time is between them.
- Teach students about **eras**, groups of years according to a shared pattern of human life during that time (often without an exact beginning or end point).

25.250

27.339

54.608

71.1090

Name _____ Date _____

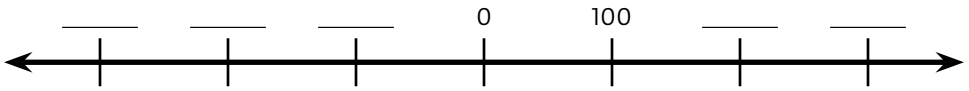
UNDERSTANDING TIMELINES USING ART

On a number line, each point refers to a specific number. **Timelines** are the most familiar forms of number lines. They help us visualize time by indicating a period of time at each point. Timelines show when events happened in relation to one another, and we can "see" when they happened. Timelines help us to understand the order of the past.

Here, the timeline is divided by year into segments to show a particular year.

The number of divisions and their "time distance" depends on our purpose. On the timeline below, we will separate segments by 100 years.

LET'S CREATE A HISTORICAL TIMELINE!



1. See the vertical line in the middle of the horizontal line? We're going to label this point as the imaginary year of zero.

2. Now, let's add three lines to the left of zero and two lines to the right. For our exercise, each line is equal to 100 years.

3. Fill in the numbers for the right side of the number line, going up 100 each time. The right side has been started for you. What is the highest number on the right side of your timeline? _____

4. What do we do for the left side of the number line? Believe it or not, you start at the zero and moving left, you mark each line 100, 200, and 300, just like you did on the right side. In the case of timelines, there are no negative numbers.

5. How is it possible to have two years marked "100"? How can we tell the difference between the two years marked "100"?

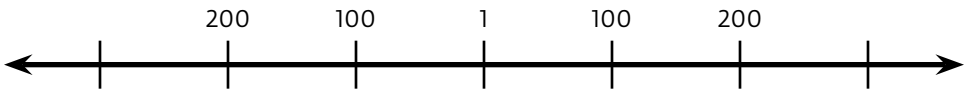
   _____

   _____

   _____

6. In 525 AD, a Christian monk created a new calendar based on his calculations of the birth of Jesus Christ. He used the term *Anno Domini*, which translates as "In the year of the Lord." Timelines refer to this as "AD" and the time before 1 "AD" as BC (or "Before Christ"). Modern historians sometimes refer to these eras as BCE and CE ("Before Common Era" and "Common Era"). This historical timeline does not have a year zero. So we will replace our zero with a "1."

   Label the eras on each side of the timeline.



This side is referred to as _____ or _____. This side is referred to as _____ or _____.

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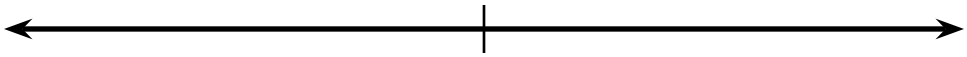
1. Now let's try to place the creation date of four artworks on the timeline below.

Artwork A
500 CE

Artwork B
1450 CE

Artwork C
500 BCE

Artwork D
1500 BCE



2. How much time passed between the creation of the artworks? How would you find out the number of years between Artworks A and B? What about years between Artworks A and C? Remember that there is no "negative" time!

   Number of years between Artworks A and D: _____

   Number of years between Artworks A and C: _____

   Number of years between Artworks A and B: _____

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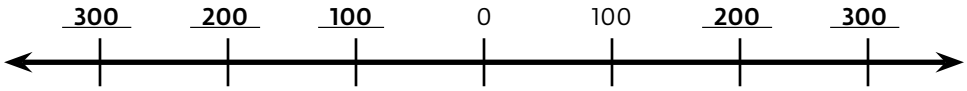
UNDERSTANDING TIMELINES USING ART
ANSWER KEY

On a number line, each point refers to a specific number. **Timelines** are the most familiar forms of number lines. They help us visualize time by indicating a period of time at each point. Timelines show when events happened in relation to one another, and we can "see" when they happened. Timelines help us to understand the order of the past.

Here, the timeline is divided by year into segments to show a particular year.

The number of divisions and their "time distance" depends on our purpose. On the timeline below, we will separate segments by 100 years.

LET'S CREATE A HISTORICAL TIMELINE!



1. See the vertical line in the middle of the horizontal line? We're going to label this point as the imaginary year of zero.

2. Now, let's add three lines to the left of zero and two lines to the right. For our exercise, each line is equal to 100 years.

3. Fill in the numbers for the right side of the number line, going up 100 each time. The right side has been started for you. What is the highest number on the right side of your timeline? **300**

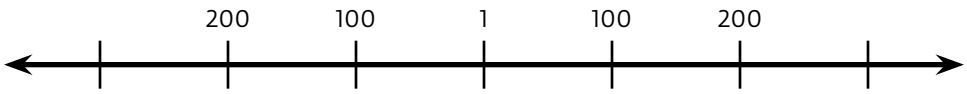
4. What do we do for the left side of the number line? Believe it or not, you start at the zero and moving left, you mark each line 100, 200, and 300, just like you did on the right side. In the case of timelines, there are no negative numbers.

5. How is it possible to have two years marked "100"? How can we tell the difference between the two years marked "100"?

   The year 100 to the left of the zero appears to be like a negative number, and the one on the right is like a positive number. But there isn't negative time! They are both year 100, it's just that time numbers descend as they approach from the left and ascend as they continue past zero still moving towards the right.

6. In 525 AD, a Christian monk created a new calendar based on his calculations of the birth of Jesus Christ. He used the term *Anno Domini*, which translates as "In the year of the Lord." Timelines refer to this as "AD" and the time before 1 "AD" as BC (or "Before Christ"). Modern historians sometimes refer to these eras as BCE and CE ("Before Common Era" and "Common Era"). This historical timeline does not have a year zero. So we will replace our zero with a "1."

   Label the eras on each side of the timeline.



This side is referred to as **BC** or **BCE**. This side is referred to as **AD** or **CE**.

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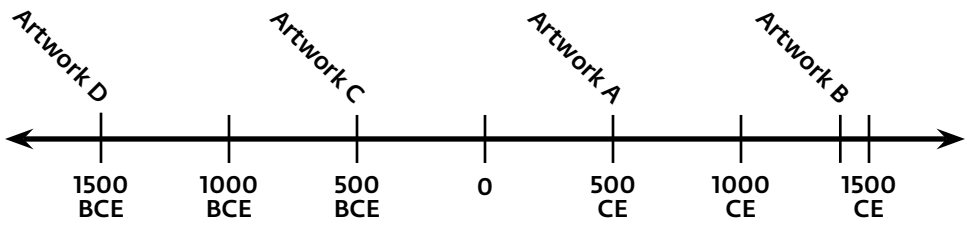
7. Now let's try to place the creation date of four artworks on the timeline below.

Artwork A
500 CE

Artwork B
1450 CE

Artwork C
500 BCE

Artwork D
1500 BCE



8. How much time passed between the creation of the artworks? How would you find out the number of years between Artworks A and B? What about years between Artworks A and C? Remember that there is no "negative" time!

   Number of years between Artworks A and D: **2000 years**

   Number of years between Artworks A and C: **1000 years**

   Number of years between Artworks A and B: **950 years**

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