B.C. or A.D.? That is the Question – Grade Six

**Ohio Standards Connection:**

**History**

**Benchmark A**
Interpret relationships between events shown on multiple-tier time lines.

**Indicator 2**
Arrange dates in order on a time line using the conventions of B.C. and A.D. or B.C.E. and C.E.

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**Lesson Summary:**
Students will utilize A.D./B.C. & B.C.E./C.E. to create a living time line using dates on cards. They will then research and create individual time lines.

**Estimated Duration:** Two hours and 40 minutes

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**Commentary:**
In the lesson, students will build an understanding of the conventions used to put the dates of historical events in order. One field-test reviewer stated, “I love the human timeline concept. I think it will really allow students a better understanding … great for active students …”

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**Pre-Assessment:**
- Distribute Attachment A, *Pre-Assessment*.
- Instruct students to answer the questions as accurately as possible. Share with the students that this work will be used to determine what they already know about the topic.
- Collect the pre-assessment and discuss the correct answers with the students.

**Scoring Guidelines:**
Review the pre-assessments to determine the needs of individual students and to adjust instructional activities accordingly.

Answer key:
B.C. Before Christ
A.D. Anno Domini, “In the Year of the Lord”
B.C.E. Before the Common Era
C.E. In the Common Era

**Post-Assessment:**
1. Distribute the *Post-Assessment*, Attachment B.
2. Instruct students to define the abbreviations and arrange the given dates on a time line.
Scoring Guidelines:
4 Points: *All dates* accurately placed at proper intervals, with proper use of B.C./A.D. or B.C.E./C.E.

3 Points: *6-7 dates* accurately placed at proper intervals, with proper use of B.C./A.D. or B.C.E./C.E.

2 Points: *4-5 dates* accurately placed at proper intervals, with proper use of B.C./A.D. or B.C.E./C.E.

1 Point: *3 or less dates* accurately placed at proper intervals, with proper use of B.C./A.D. or B.C.E./C.E.

Answer key:
- B.C. Before Christ
- A.D. Anno Domini, “In the year of the Lord”
- B.C.E. Before the Common Era
- C.E. In the Common Era

Instructional Procedures:
Day One
1. Have the students complete the *Pre-Assessment*, Attachment A.
2. Prepare a time line with a line indicating the year zero. (This can be accomplished by using chalkboard, white board, large paper, or masking tape on the floor.)
3. Label the time line with B.C.E./B.C. and C.E./A.D. Explain the meaning of B.C.E., B.C., C.E. and A.D.
4. Distribute the *Dated Event Cards*, Attachment C, one per student. The cards include dates from both B.C.E. and C.E. These can be changed to read B.C. and A.D.
5. Have students construct a living time line by standing with their card at the appropriate place along the class time line. Instruct students that there will be no oral communication during this activity.
6. When the class thinks they have correctly organized the given events, allow volunteers to assess the group’s work. If there are errors in placement, allow them to work together, without talking, to reorganize themselves.
7. Discuss how students located the appropriate placement for dates B.C.E. and C.E. Explain that the era labeled B.C.E. counts the years before a fixed point in history. Make sure that students understand that this convention was developed later in history and was not used by people at the time (e.g., the Greeks did not refer to the first Olympiad as 776 B.C.E.). Be sure that the students understand why 200 B.C.E. is before 100 B.C.E. Compare to the numbers on a thermometer.

Day Two
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8. Using a variety of research materials, have students create individual time lines showing four B.C./B.C.E. and four A.D./C.E. dates. (These time lines can be created with a theme in mind; for example, Famous Women in History or Great Inventions, depending upon student interests and current curriculum topics.)

9. After time lines are completed, pair students with partners. Have them trade papers and assess each other’s work. While students are working, circulate throughout the room to monitor their progress. Collect the completed time lines in order to determine the students’ level of understanding and evaluate for any necessary re-teaching.

Day Three

10. Share the review of yesterday’s work, clarify common errors, and answer student questions.
11. Administer the Post-Assessment, Attachment B.

Differentiated Instructional Support:
Instruction is differentiated according to learner needs, to help all learners either meet the intent of the specified indicator(s) or, if the indicator is already met, to advance beyond the specified indicator(s).

• Have students create a multiple-tiered time line showing events on different continents during similar periods of time.
• Give students who are experiencing difficulty the cards used in the class activity and have them put four cards at a time in order of occurrence.

Extension:
Have students research and create a multi-tiered time line illustrating five events in local history and five world events from the corresponding time period.

Homework Options and Home Connections:
Research and create a time line of Ohio history, including dates B.C.E. and C.E..

Materials and Resources:
The inclusion of a specific resource in any lesson formulated by the Ohio Department of Education should not be interpreted as an endorsement of that particular resource, or any of its contents, by the Ohio Department of Education. The Ohio Department of Education does not endorse any particular resource. The Web addresses listed are for a given site’s main page, therefore, it may be necessary to search within that site to find the specific information required for a given lesson. Please note that information published on the Internet changes over time, therefore the links provided may no longer contain the specific information related to a given lesson. Teachers are advised to preview all sites before using them with students.

For the teacher: Research materials, index cards with dates.

For the student: Writing materials, art materials, research materials.
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Vocabulary:
• A.D.
• B.C.
• B.C.E.
• C.E.
• time line

Technology Connections:
• Have the students use the Internet as a research tool.
• Suggest that students use websites:
• Utilize time line software to create additional examples.

Research Connections:

Nonlinguistic representations or imagery mode helps students think about and recall knowledge. This includes the following:

• Creating graphic representations (organizers);
• Making physical models;
• Generating mental pictures;
• Drawing pictures and pictographs;
• Engaging in kinesthetic activity.

General Tips:
• Prepare living time line cards, using Attachment C (paste onto card stock and cut apart) and prepare class time line prior to the lesson.
• Review periodically throughout the school year as new content is studied.

Attachments:
Attachment A, Pre-Assessment
Attachment B, Post-Assessment
Attachment C, Dated Event Cards
1. Explain what these abbreviations mean:

B.C.
________________________________________________________________________

A.D.
________________________________________________________________________

B.C.E.
________________________________________________________________________

C.E.
________________________________________________________________________

2. Use the following four dates to create a time line in the space below:
   A. Declaration of Independence – 1776 A.D.
   B. Columbus comes to the New World – 1492 A.D.
   C. Adena culture begins in Ohio - 800 B.C.
   D. Roman Republic is established – 509 B.C.
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Attachment B
Post-Assessment

Name ________________________

1. Explain what these abbreviations mean:

B.C. ________________________________________________________________

A.D. ________________________________________________________________

B.C.E. ______________________________________________________________

C.E. ________________________________________________________________

2. Arrange the following dates on the provided time line in the correct order, using the appropriate letter to represent each date.

A.) Serpent Mound created about 1100 C.E./A.D.
B.) Adena culture began in Ohio about 800 B.C.E./B.C.
C.) Neil Armstrong born 1930 C.E./A.D.
D.) Statehood of Ohio 1803 C.E./A.D.
E.) Columbus lands in the Caribbean 1492 C.E./A.D.
F.) First Olympics 776 B.C.E./B.C.
G.) Fall of Rome 476 C.E./A.D.
H.) The Great Pyramid built 2500 B.C.E./B.C.
<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>3000 B.C.E.</td>
<td>Egypt unites</td>
</tr>
<tr>
<td>2400 B.C.E.</td>
<td>Temple platforms are built in Peru</td>
</tr>
<tr>
<td>2050 B.C.E.</td>
<td>Middle Kingdom of Egypt begins</td>
</tr>
<tr>
<td>2000 B.C.E.</td>
<td>Development of Chinese writing</td>
</tr>
<tr>
<td>1503 B.C.E.</td>
<td>Reign of Queen Hatshepsut begins</td>
</tr>
<tr>
<td>1353 B.C.E.</td>
<td>Akhenaton and Nefertiti begin their rule of Egypt</td>
</tr>
<tr>
<td>750 B.C.E.</td>
<td>Greeks colonize the Mediterranean</td>
</tr>
<tr>
<td>566 B.C.E.</td>
<td>Buddha is born</td>
</tr>
<tr>
<td>Year</td>
<td>Event</td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>551 B.C.E.</td>
<td>Confucius is born</td>
</tr>
<tr>
<td>509 B.C.E.</td>
<td>Roman Republic is established</td>
</tr>
<tr>
<td>500 B.C.E.</td>
<td>Adena mounds are built in Ohio</td>
</tr>
<tr>
<td>221 B.C.E.</td>
<td>Shi Huangdi becomes first emperor of China</td>
</tr>
<tr>
<td>206 B.C.E.</td>
<td>Han Dynasty begins in China</td>
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<tr>
<td>44 B.C.E.</td>
<td>Julius Caesar is killed</td>
</tr>
<tr>
<td>27 B.C.E.</td>
<td>Octavian becomes ruler of the Roman Empire</td>
</tr>
<tr>
<td>Year</td>
<td>Event</td>
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<td>----------</td>
<td>---------------------------------------------------------</td>
</tr>
<tr>
<td>100 C.E.</td>
<td>Paper invented in China</td>
</tr>
<tr>
<td>476 C.E.</td>
<td>Roman Empire falls</td>
</tr>
<tr>
<td>500 C.E.</td>
<td>Height of Mayan civilization</td>
</tr>
<tr>
<td>570 C.E.</td>
<td>Muhammad is born</td>
</tr>
<tr>
<td>600 C.E.</td>
<td>Islam spreads to North Africa</td>
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<tr>
<td>800 C.E.</td>
<td>Arab traders brought paper from China</td>
</tr>
<tr>
<td>960 C.E.</td>
<td>Song Dynasty founded in China</td>
</tr>
<tr>
<td>1215 C.E.</td>
<td>English Magna Carta signed</td>
</tr>
<tr>
<td>Year</td>
<td>Event</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>1438 C.E.</td>
<td>Incan Empire founded</td>
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<tr>
<td>1492 C.E.</td>
<td>Columbus reaches the Caribbean</td>
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<tr>
<td>1607 C.E.</td>
<td>British found Jamestown</td>
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<tr>
<td>1770 C.E.</td>
<td>Cook claims Australia for Britain</td>
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<tr>
<td>1776 C.E.</td>
<td>U.S. Declaration Of Independence</td>
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<tr>
<td>1804 C.E.</td>
<td>Napoleon becomes Emperor of France</td>
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<tr>
<td>1847 C.E.</td>
<td>Liberia becomes independent</td>
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<tr>
<td>1865 C.E.</td>
<td>Abraham Lincoln is assassinated</td>
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<tr>
<td>Year</td>
<td>Event</td>
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<td>--------</td>
<td>---------------------------------------------------------</td>
</tr>
<tr>
<td>1914 C.E.</td>
<td>World War I begins</td>
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<tr>
<td>1939 C.E.</td>
<td>World War II begins</td>
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<tr>
<td>1941 C.E.</td>
<td>Bombing of Pearl Harbor</td>
</tr>
<tr>
<td>1949 C.E.</td>
<td>People’s Republic of China established</td>
</tr>
<tr>
<td>1957 C.E.</td>
<td>Ghana gains independence</td>
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<tr>
<td>1969 C.E.</td>
<td>First man on the moon</td>
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<tr>
<td>1989 C.E.</td>
<td>Berlin Wall falls</td>
</tr>
<tr>
<td>1991 C.E.</td>
<td>Soviet Union breaks apart</td>
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<tr>
<td>1994 C.E.</td>
<td>2001 C.E.</td>
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</tr>
<tr>
<td>Nelson Mandela elected president of South Africa</td>
<td>Terrorist attacks on the United States</td>
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</tbody>
</table>