

E.T. - A LOCAL WAY OF LEARNING

Title: ENVIRONMENTAL DATELINE

Author: Jane Ducey
Eulalie R. Rivera Elementary School

Grade Level: 3-12

Concepts:
2. Ecosystem
6. Natural Resources
7. Land Use
9. Management

Disciplines:
1. Social Studies
2. Math

Objective:

Student shall make a timeline over a period to include the years of his/her life, using all the conservation events and also those that could be considered destructive to the ecosystem which includes people.

Rationale:

Student shall see that a timeline is a number line and can be used to calculate quickly the time lapse and relationship of events around that all important one, ME.

Materials Needed:

A roll of paper about eight inches wide, such as some office machines use or you might cut your own, or paste sections together to obtain a strip of paper 20' x 8" or 10".
Yardstick to measure and mark off the line. (meter stick)
Felt pens

Directions/Activity:

Using a felt pen, draw a heavy line down the length of the paper. Then mark off intervals, for example from 1970-1983. You might start at the extreme left with the date of a major event, such as the Green Cay Nature Preserve bequest on St. Croix, the opening of the Mahogany Run Golf Course on St. Thomas, the National Park bequest on St. John, the opening of Hess Oil on St. Croix. Space the dates so that the right side of the strip continues into the next year.

Mount the paper above the blackboard, or other similar areas, so that you can work on it over a period of time. Insert the birthdates of students or deaths of notable Virgin Islanders. Include any controversial construction or issue, the St. Thomas airport or the Constitutional Convention. How old was John when Green Cay was protected for all time? How old was Susan when she came to the Virgin Islands? Who was Governor? After the (hotel) was built did the beach where you were accustomed to swim become inaccessible?

E. T.

ENVIRONMENTAL DATELINE

Variations might include: Making a timeline using the school year only and the events on your campus. Or events in your classroom only. Notice if many unrelated things happened about the same time and seek a reason for seemingly unrelated events being concurrent.

Was there a major clean-up on campus? Were there any destructive forces that set back progress? Any new buildings or improvements? Any awards for your school?

Or you may wish to start with Columbus in 1493, or with D. Hamilton Jackson, and just look at major events. Students will note that the present becomes a very short interval if you start your timeline a long time ago. How long have computers been around? When did a student first use one? When was the first Earth Day? What was the date of the first global meeting about the environment? How old were your students at either of these times?