

**Time Line (Y4)**

**Trend task**

*Approach:* One to one

*Level:* Year 4

*Focus:* Historical event and dates.

*Resources:* 6 captioned pictures, 3 cards with dates, recording book.

*Questions/instructions:*

Show picture cards.

**Make sure pictures are in order. NOTE THE ORDER IS 1, 3, 4, 5, 7, 8. Do not give the student the pictures yet.**

In this activity you will be looking at some pictures and putting them in order. The pictures show events that happened in the history of New Zealand.

**Give the student the pictures one at a time, starting at number 1. Read the captions to the student.**

1769

1840

1914

Postcard 4

(Note: Year 4 does not use postcards 2 & 6)



Postcard 1



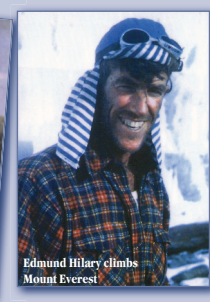
Postcard 3



Postcard 5



Postcard 7



Postcard 8

1. I would like you to put these pictures in the order in which you think they happened. Put the pictures in a line on the desk starting on the left with the event that came first.

**Order of pictures:**

Māori explorers first	49 (46)
Captain Cook before Treaty of Waitangi	61 (58)
Treaty of Waitangi before vote for women	54 (46)
vote for women before World War I	34 (35)
Hillary climbing Everest after all others	67 (58)

**Write the order of the pictures on the recording sheet.**

2. Here are 3 cards with dates on them. Put each date under the picture of the event that happened that year.

**Write the dates on the recording sheet.**

<b>Dates:</b>	three dates in correct order	54 (47)
	1769 used for Captain Cook	25 (20)
	1840 used for Treaty of Waitangi	18 (11)
	1914 used for World War I	23 (13)

**Point one at a time to the following cards, asking:**

3. Why was this an important event in New Zealand's history?

- Captain Cook
- First Māori explorers
- Votes for women

**Quality of explanations:**

<b>Captain Cook:</b>	good clear answer	3 (0)
	basic answer	10 (10)
<b>First Māori explorers:</b>	good clear answer	4 (3)
	basic answer	25 (22)
<b>Votes for women:</b>	good clear answer	1 (1)
	basic answer	15 (6)

<b>Total score:</b>	8-15	7 (4)
	6-7	25 (14)
	4-5	34 (44)
	2-3	29 (32)
	0-1	5 (6)

% responses  
2001 ('97)  
**year 4**

*Commentary:*

Students were much more able to place events in order than to assign dates them. Explanations of the importance of events were quite limited. Year 4 students in 2001 scored a little higher on almost all task components and hence overall.