# Post Secondary: Chemist/Physicist Historical Events

**Grade Level: Freshman-Senior**

## Overview

Students will choose events that are relevant to their scientist or physicist of choice. Students will create a timeline of important events involving what inventions they made, their lives, and information regarding any interesting information about their person. Each student will choose 15 events that they deem important. The students will also observe and critique other student's timelines.

## Objectives

After discussing how timelines are used to organize information and important events, the students will create a timeline online using Xtimeline.com consisting of fifteen important events from the lives of the scientists or physicists that they have researched. To show understanding of the concept and the use of the timeline, students will put them into a chronological order on a timeline with 100% accuracy. After the students have completed the timelines, students will write a three-to-five page paper about the events they to choose to write about and how it has affected our lives today as well as write about their scientist of physicist.

## Standards

**CP.2  Historical Perspectives of Integrated Chemistry-Physics**

Students gain understanding of how the scientific enterprise operates through examples of historical events. Through the study of these events, they understand that new ideas are limited by the context in which they are conceived, that these ideas are often rejected by the scientific establishment, that these ideas sometimes spring from unexpected findings, and that these ideas grow or transform slowly through the contributions of many different investigators.

## Materials

- Paper
- Pencil
- Computer Lab
- Internet Access to get to Xtimeline.com
**Procedure**

1. Discuss with students the use of the web 2.0 tool, Xtimeline, and make sure all students know the use of this.
2. Students should use the paper and pencil to write down information they researched about their chemist or physicist. Students need to write down as many events or information as they can find because when it comes down to actually picking their events, they will have a plethora of events to choose from and not fill limited to a confined list. If they cannot find an abundance of information they at least need to have fifteen possible things they can use.
3. Students should gather all of their important information and combine the events into one timeline; students will create the timeline on Xtimeline.com.
4. Students can add pictures to their timeline on Xtimeline.com as well for extra visual appearance.
5. Students will then critique and review other students’ timelines.
6. Students must comment on the actual timeline and give them either positive or negative feedback. There should be a minimum for two posts per person in the class.
7. Finally, students will write up a three-to-five paper/summary of the events they chose, the chemist or physicist they researched, and why it is relevant to our everyday lives.

**Evaluation**

In order to evaluate what the students learned from this lesson, they will put the fifteen events involving the history of the events as well as the chemist or physicist of their choice. These events must be relevant to each other and flow in chronological order. Students will upload these onto Xtimeline and post them online with 100% accuracy. Students must have commented on at least two other classmates’ timelines. Students also must write up their paper/summary that is three to five pages. The grade will be based upon their uploading of their timeline, summary/paper, and events and chemist or physicist they choose.

Standard obtained from: