

## Timezone(s)

Necessity is the mother of invention. Our concept of time is relative. It was originally much less accurate, and based entirely on how much light we were receiving from the sun. However, at one point we, (human beings), decided that a contextual accuracy was important enough to try and quantify our celestial exposure. Scottish-born Canadian Sir Sandford Fleming proposed a worldwide system of time zones in 1879. He advocated his system at several international conferences, and thus is widely, erroneously, credited with their invention. This could be because of Canada's context, i.e. "size" necessitating the different time zones for any sort of cohesive communication. It could have been due to the creation of numerous transcontinental Railways, which allowed and encouraged navigation of great stretches of land where sunrise and sunset at the end of the journey, were at quite different times than at the beginning of the journey. Whatever caused the flashpoint of innovation that created the system of time that we know today, we now have a system of time zones that span the entire globe. It is the reason that we have different times on the east coast than on the west coast of the continent.

### Prep:

Students will need an understanding of telling time and the function of analogue clocks. They will have been given an introduction to latitude and longitude BEFORE the lesson on timezones. Teacher will need a PPT about modern knighthood, Sir Sandford Fleming and the time zone system.

### Objective:

Students will learn about modern Knighthood, Sir Sandford Fleming and the worldwide time zone system via PPT and class discussion. They will learn to calculate the different times in different sections of the world.

### Practice:

Students will be given a lesson about modern Knighthood, Sir Sandford Fleming and the worldwide time zone system. They will be engaged in a class discussion about each topic and will be given worksheets for each. They will be expected to write about different family and friends in different areas of the world and connect the stories through time based understanding.

### Grade Level Expectations

1. Grade 4 – Students will be expected to understand who Sir Sandford Fleming is and what timezones are. They will be expected to complete the time zone project chosen for their level.
2. Grade 5 – Grade 4 – Students will be expected to understand who Sir Sandford Fleming is and what timezones are. They will be expected to complete the time zone project chosen for their level.

### Timeline and Due Date

1. Project will be due at the conclusion of the Our community, Our Family unit.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Timezone Worksheet

My name is \_\_\_\_\_. I currently live in \_\_\_\_\_, British Columbia in the \_\_\_\_\_ time zone. Right now it is \_\_\_\_\_. <- (Write the time)

**Re-write the sentence above and fill in the blanks with your own answers:**

---

---

---

My friend's name is \_\_\_\_\_. They currently live in \_\_\_\_\_, \_\_\_\_\_ in the \_\_\_\_\_ time zone. Right now it is \_\_\_\_\_. <- (Write the time)

**Re-write the sentence above and fill in the blanks with your own answers:**

---

---

---

My family member's name is \_\_\_\_\_. They are my \_\_\_\_\_. They currently live in \_\_\_\_\_, \_\_\_\_\_ in the \_\_\_\_\_ time zone. Right now it is \_\_\_\_\_. <- (Write the time)

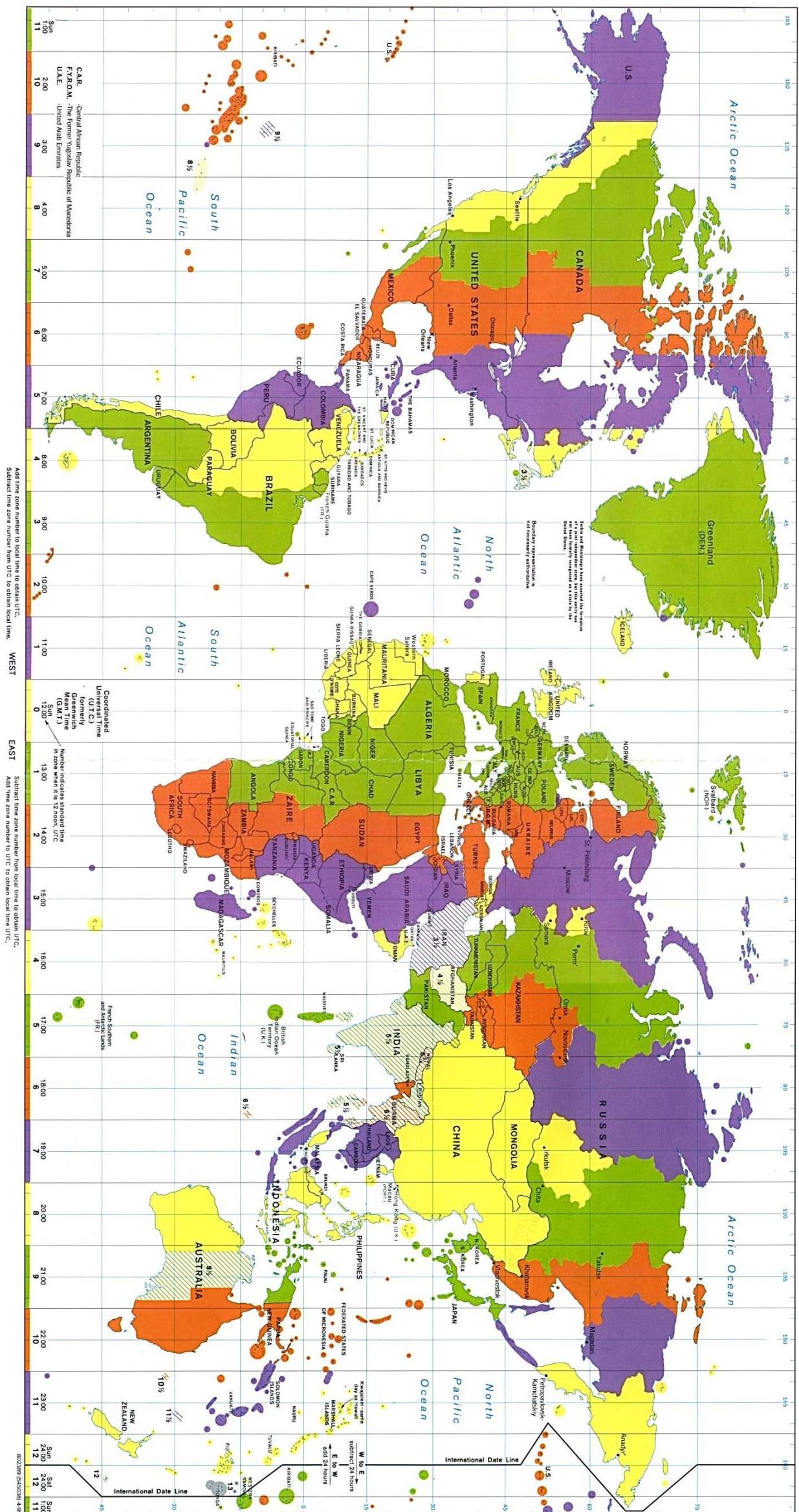
**Re-write the sentence above and fill in the blanks with your own answers:**

---

---

---

# Standard Time Zones of the World



## Rubric

Emerging	Developing	Proficient	Extending
<p>Inconsistent attendance with many unexcused absences.</p> <p>Student has many unfinished assignments and doesn't attempt to catch up on work missed.</p> <p>Student doesn't self-advocate, gives up when finding challenge with assignments rather than seeking help.</p> <p>Student's work is consistently unfinished, and/or late.</p> <p>Student rarely engages with, focuses on and perseveres through obstacles on their project work or the intricacies therein.</p>	<p>Attends consistently with reminders. Absences are often excused.</p> <p>With teacher help, student informs teacher about work that they need to catch up on.</p> <p>With assistance, student's work ethic and attitude are consistent.</p> <p>With assistance, student's work fulfills the expectations of the assignment and is on time.</p> <p>With guidance, student perseveres with, focuses on and engages with their project work during most classes.</p>	<p>Good attendance. Rarely away and any absences are mostly excused.</p> <p>Student takes responsibility for catching up on missed work and acquires it from peers or the website.</p> <p>Student's work ethic and attitude is not dependent on assignment success level.</p> <p>Student's meets the expectations of the assignment and is on time.</p> <p>Student perseveres with, focuses on and engages on project work consistently at every stage of its development.</p>	<p>Excellent attendance. Student always attends class and away, the absences are always excused.</p> <p>Student is always conscientious of deadlines and always hands their work in complete and on time.</p> <p>Student's work ethic and attitude set an example for other students.</p> <p>Student's work goes beyond the expectations of the assignment and is on time or finished early.</p> <p>Student is a leader during class time and understands the subject matter so assistance is consistently offered to other students on their project work.</p>