

TIME ZONES



Recommended Grades:

K-5



Time Needed:

10-15 minutes

Description

- Students will learn about the division of the state by the time zone boundary.

Learning Objectives

- Students will:
 - Understand the concept of standardized time zones
 - Be able to explain which cities are located in each time zone

Materials

- String and/or Chain
- Kentucky Location Cards

Preparation

- Familiarize yourself with the time zone regions, the time zone of each respective location card, and where the boundary line lies before beginning this lesson.

Rules: (e.g., have students remove shoes before walking on map)

Directions

1. Introduce Time Zones
 - a. Explain to the students that as the sun rises and sets for different places, the times in which daylight occurs vary. Time zones are created to preserve light hours during the day and to create a time standard for places nearby (experiencing similar times of daylight).
 - b. Kentucky is divided east to west by two time zones which differ by 1 hour. These are the Eastern and the Central Time Zones that stretch beyond the Kentucky state borders.

2. Ask the students which time zone they believe they live in.
3. Set the string or chain along the boundary for the Eastern and Central Time Zones in Kentucky.
4. Using the Kentucky Location Cards:
 - a. Ask the students one-by-one to stand on different map features. Have students look at the map and the direction of the string/chain. Ask them to identify the time zone of their location based upon which side of the boundary they are standing.
 - b. Two at a time, have students find locations on the map from location cards drawn. Have them calculate the difference in time between locations. Use examples to explain the reason one might need to determine this difference such as visiting grandparents in another city located in the other time zone. By randomly handing out the KY Location Cards, some pairs of students will end up in the same time zone, and some pairs will end up in different time zones.
5. Now that the students have explored the map, ask again which time zone they live in.
6. Discuss places where the time zone difference might provide more of a challenge and why. An example may be a person who lives near the time zone border and travels across the boundary daily for work.

Connections to the Curriculum:

- 4-ESS2-2. Analyze and interpret data from maps to describe patterns of Earth's features.