

Interest Level: Grades 5–8

Reading Level: Grade 5



Titles in this series:

A Timeline History of

Early American Indian Peoples

A Timeline History of

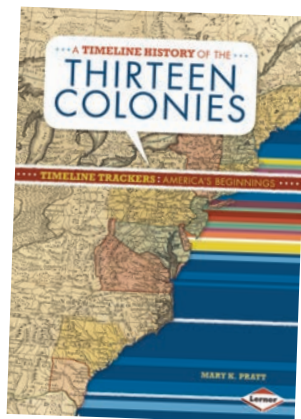
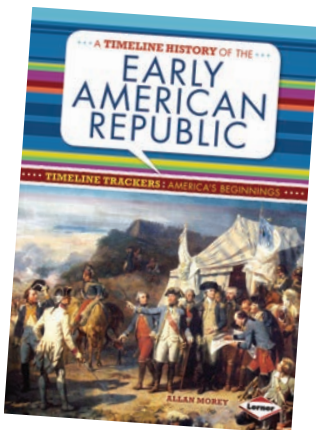
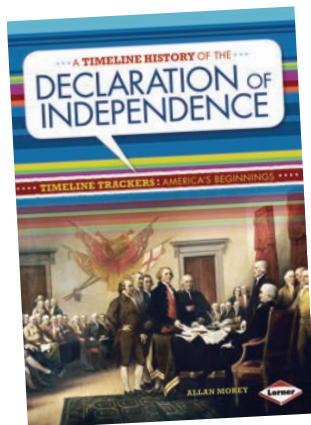
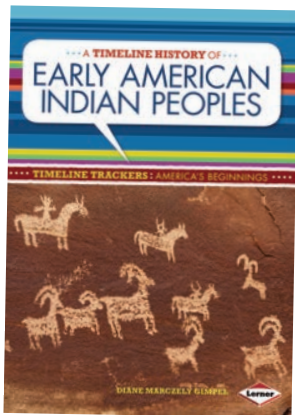
the Declaration of Independence

A Timeline History of

the Early American Republic

A Timeline History of

the Thirteen Colonies



Standards

Common Core Reading (Informational Text)

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas

Common Core Writing

- Text Types and Purposes
- Production and Distribution of Writing
- Research to Build and Present Knowledge

Common Core Speaking and Listening

- Comprehension and Collaboration
- Presentation of Knowledge and Ideas

National Center for History in the Schools: United States History Content Standards for Grades 5–12

- Era 1: Three Worlds Meet (Beginnings to 1620)
- Era 2: Colonization and Settlement (1585–1763)
- Era 3: Revolution and the New Nation (1754–1820s)

College, Career, and Civic Life (C3) Framework for Social Studies State Standards

- D2.His.1.3–5. Create and use a chronological sequence of related events to compare developments that happened at the same time.
- D2.His.2.3–5. Compare life in specific historical time periods to life today.
- D2.His.3.3–5. Generate questions about individuals and groups who have shaped significant historical changes and continuities.

Multiple Intelligences Utilized

- Verbal-linguistic, bodily-kinesthetic, visual-spatial, musical, interpersonal, intrapersonal

Lesson 1

Combining Timelines

Purpose

Students will combine different timelines from two Timeline Trackers: America's Beginnings books to demonstrate understanding of how to compare texts and of how a text makes connections and distinctions among events.

Materials

- Timeline Trackers: America's Beginnings series
- paper
- pencils
- markers or colored pencils

Prepare

- Choose two sample spreads, each from a different book, to model. These spreads should have overlapping timelines (some events on the first spread occur at the same time as some events on the other spread).
- Divide the class into pairs or groups.
- Give each pair or group a sheet of paper and at least two markers in different colors or colored pencils.

Pretest

- What is the purpose of a timeline?
- How does one decide which events to include in a timeline?

Read

- Read the Timeline Trackers: America's Beginnings series.

Model

- Copy the two timelines from the sample spreads onto the board, or show the pages side by side on a projector.
- Explain that although these are separate timelines about different events, many of the events were happening around the same time and may even have been related. Have students suggest reasons that these events might have been left off (such as not related to the main topic, related but less major than included events, happened far away from other events, and involved a different group of people).
- Ask students to identify where the events in the second timeline would fit on the first timeline. Write these events in their appropriate places on the first timeline. Encourage them to identify connections between original events and the ones you've added.

Practice

- In pairs or groups, students will repeat the exercise with two spreads from books of their choice,

focusing on related sequences of events that do not all appear together in the books. Students will create their combined timelines on their sheets of paper, using a colored marker or pencil to write events from one spread and a marker or pencil in a different color to write events from the other spread.

- Each project should be labeled according to the time frame being covered (the date of the earliest event to the date of the latest event).

Discuss

- What events from separate timelines were happening around the same time? Do you think these events affected one another or were related? How?

Evaluate

- Assess for participation, accurate placement of events on combined timelines, and effort.

Lesson 2

Life Trackers

Purpose

Students will create timelines of the lives of historical figures.

Materials

- Timeline Trackers: America's Beginnings series
- Life Trackers p. 8
- butcher paper
- pencils
- colored markers
- scissors
- glue or tape

Prepare

- Make copies of Life Trackers p. 8, or display it on a projector.
- Set up an area in the classroom where students can work on their timelines.
- Choose a well-known historical figure or a current public personality to use as an example. Find five to ten important life events with dates for this person.

Pretest

- What kinds of events can a timeline cover?

Read

- Read the Timeline Trackers: America's Beginnings series.

Model

- Explain that while some timelines cover important events in the history of a country or a large group of people, a timeline can also focus on the life of a single person. Have the class work together to create a timeline of your chosen figure. Encourage students to come up with important life events (such as births, graduations, or moves), and then you can supply the appropriate dates.

Practice

- Each student will choose a historical figure (from examples on Life Trackers p. 8, from the Timeline Trackers: America's Beginnings books, or through independent research) and use

books and the Internet to research the person's life.

- Each student will make a list of important events and dates in the life of the chosen person. Then students will create and illustrate timelines for their historical figures' lives. They may draw or print, cut out, and attach images to go along with events on the timeline.
- Students will present their timelines to the rest of the class.

Discuss

- What similar types of events show up on many people's timelines?
- What is an example of one event causing or affecting a later event in your historical figure's life?
- Were there any important parts of your historical figure's life that you couldn't find dates for?

Evaluate

- Assess for participation, timeline accuracy, and effort.

Lesson 3

Alternate Timelines

Purpose

Students will choose an event from one of the Timeline Trackers: America's Beginnings books and imagine an alternate history in which that event did not happen or happened differently, demonstrating an understanding of how past events affect the present.

Materials

- Timeline Trackers: America's Beginnings series
- poster board or butcher paper
- pencils
- markers or colored pencils
- scissors
- glue or tape

Prepare

- Choose a pivotal event from one of the Timeline Trackers: America's Beginnings books to use as a model.
- Set up supplies in an area where students can work on their projects.
- You may divide students into pairs or groups for this activity, or you may choose to have students work independently.

Pretest

- How would our lives be different if certain events in history had happened differently or not

happened at all?

Read

- Read the Timeline Trackers: America's Beginnings series.

Model

- Using your chosen example from a Timeline Trackers: America's Beginnings book, ask the class what would have happened to the rest of the timeline (following the example event) if the event had not happened or had happened differently. For instance, if the Continental Army had not won the Battle of Trenton, how might history have changed?

Practice

- In groups or individually, students will choose an event from one of the Timeline Trackers: America's Beginnings series and list five to ten later events that happened as a result of that event. Then,

with help from outside research, students will come up with five to ten events that could have plausibly resulted if that event had not happened or happened differently.

- Students will create two parallel timelines, shown side by side on a poster. One will be the timeline of actual events stemming from the first event, and one will be a timeline of what might have happened if that event had been different.

Discuss

- Why did you choose the event you did?
- Which timeline do you like better or would prefer to have happened: the way events really happened or the alternate history you made up? Why?

Evaluate

- Assess for participation, accuracy, and effort.

Assessment Debating across Time

Purpose

Students will consider different points of view while debating the meaning of historical events.

Materials

- Timeline Trackers: America's Beginnings series

Prepare

- Divide students into groups of four to six.

Pretest

- Can you think of a time when you disagreed with someone about how or why something happened—or even what actually happened?

Read

- Read the Timeline Trackers: America's Beginnings series.

Model

- Explain that different people have different points of view that cause

them to see events differently.

- Use the example event you chose and have the class identify two or more different historical perspectives on the event (why it happened, how it happened, and whether it was positive or negative).

Practice

- Students will choose a historical event as a subject for debate. In each group, half the students will argue for one point of view and half will argue for an opposing point of view. For example, a debate about King Philip's War could involve the perspectives of the opposing sides in the conflict.
- Students will use the Timeline Trackers: America's Beginnings books and additional research to write short arguments expressing

their points of view.

- Students will debate within their groups based on their research. Each side will have two to three minutes to make a main case, followed by three to five minutes to rebut the other side's arguments.

Discuss

- Did you agree with the point of view you defended in the debate?
- Did your opponent change your mind about anything? If so, how?
- Do you think all points of view are expressed in most historical records? Why do you think some sides of history are covered more thoroughly than others?

Evaluate

- Assess for participation, accurate research, and effort.

Lesson 5

Timeline Journals

Purpose

Students will write journal entries about cause and effect from the point of view of a person living in a different historical setting.

Materials

- Timeline Trackers: America's Beginnings series

Prepare

- Choose a Timeline Trackers: America's Beginnings book to model. Find an example in the text of a person or a group of people doing something without being able to predict the outcome. (Example: "August 29, 1786—Daniel Shays and Luke Day lead a mob of rioters to shut down the courthouse at Northampton.")

Pretest

- How do we know what will happen in the future? What kinds of things can affect what happens in the future?
- How is living in a time period different from reading about it?

Read

- Read the Timeline Trackers: America's Beginnings series.

Model

- Use your chosen example from a Timeline Trackers: America's Beginnings book to explain that people often cannot accurately predict the consequences of events and that these events can have lasting effects on people's lives. (For instance, when Shays's Rebellion began in 1786, what outcome did Daniel Shays expect or hope for? What about the US government? What actually happened?)

Practice

- Students will choose two connected events from the books. These can be events from the same book or from different books.
- Students may use other books or online resources to further research their chosen events.
- Each student will write two journal entries, one for each event. The entries should be from the perspective of the same historical or invented person. The first

entry will discuss what life is like, what is happening at the time, and predictions for the future. The second will address what has changed since the first entry, how earlier events affected those changes, and expectations for the future.

Discuss

- How did life for your historical or fictional journalist change between the first and second events?
- Did events happen differently than your journalist expected? In what ways?
- In the second entry, did your journalist correctly predict the future?

Evaluate

- Assess for participation, accurate research, and effort.

Lesson 6

Act Out a Timeline

Purpose

Students will create and perform skits that dramatize a series of chronological events, showing their understanding of cause and effect.

Materials

- Timeline Trackers: America's Beginnings series

Prepare

- Divide students into groups.

Pretest

- How are events as they happen in life different from summaries of events in history books?
- Before photographs and recordings, how did people keep track of how events happened?

Read

- Read the Timeline Trackers: America's Beginnings series.

Model

- Remind students we don't always know everything that happened in history or what people really

thought, but we can make guesses based on the facts we have. Explain that students will be creating skits that are based on facts but will try to "fill in the blanks" with guesses about the unknown such as people's feelings or expectations.

Practice

- In groups, students will choose two to four events from a Timeline Trackers: America's Beginnings book to dramatize.
- Students may do additional research through other books and online resources.
- Students will write a script for a two- to five-minute skit in which they act out the events (or pretend to be people involved in the events and talk about them in character).

- Groups will perform their skits for the class.

Discuss

- What facts did you use as the basis for your skit? What parts of the skit did you make up?
- How did each historical event in the skit affect what happened to the characters next?

Evaluate

- Assess for participation, accurate research, and effort.

Life Trackers

Here are just a few examples of people you can research for your timeline project. Many of them appear in the Timeline Trackers: America's Beginnings series. You can also choose a different historical figure mentioned in the Timeline Trackers: America's Beginnings series.

Abigail Adams: political activist

John Adams: politician and diplomat

Samuel Adams: politician

Benjamin Banneker: scientist, author, and surveyor who helped plan the layout of Washington, DC

Elizabeth Freeman (Mum Bett): woman who won freedom from slavery in a groundbreaking court case

Anne Hutchinson: spiritual leader

Mary Jemison: captive and later adopted member of the Seneca

Massasoit: Wampanoag leader

Metacom (King Philip): Wampanoag leader

Pocohantas: a Pamunkey chief's daughter involved with the Virginia Colony

Pontiac: Ottawa leader

John Smith: explorer and leader of the Virginia Colony

Squanto: Wampanoag guide, translator, and diplomat

Mercy Otis Warren: writer and political activist

George Washington: military and political leader

Phillis Wheatley: poet