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<th><strong>Genre of texts:</strong> Nonfiction Informational Text</th>
<th><strong>Structure of texts:</strong> Functional/ Timeline</th>
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| **Student Learner Expectation:**  
H.6.4.4 Name the major causes of the American Revolutionary War.  
C.5.4.1 Identify and explain the role of the Founding Fathers in writing the founding documents: Benjamin Franklin, John Hancock, Thomas Jefferson, James Madison, and George Washington.  
C.5.4.2 Identify and explain the purpose of the founding documents: Declaration of Independence, Articles of Confederations, and US Constitution.  
H.6.4.7 Identify major historical events that occurred during the 20th century (e.g., World War I, Great Depression, World War II, Space Exploration, Civil Rights) | **Short-term goal for students:** Recognize the relationship between two or more events, ideas, or concepts related to the early history of the Northeast as they construct a timeline of significant events in history. |

**Common Core Standards: K-5 Reading: Informational Text** Describe the connection of two individuals, events, ideas, or pieces of information in the text.

**Common Core Standards: K-5 Reading: Informational Text** Explain events, procedures, ideas, or concepts in a historical text, including what happened and why based on specific information in the text.

**Common Core Standards: K-5 Reading: Informational Text** Interpret information that is presented visibly (e.g. timelines) and explain how the information contributes to an understanding of the text in which it appears.

| **Materials**  
Text: Harcourt Social Studies Textbook “Read a Timeline” p122 - 123  
Other: Read a Time Line (Homework and Practice Book p 34 – 35, Timeline graphic organizer, sequencing graphic organizer, Step Up to Writing, Maps101, butcher paper, markers, other research materials as needed |
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<th><strong>Direct Explanation</strong></th>
<th><strong>Say this to the students:</strong></th>
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| Explain to students:  
1. **what** the skill, concept, or strategy is  
2. **why** it’s done or why it’s being learned  
3. **when** it is used  
4. **how** it will be practiced applied | **What:** We are going to use a time line as a graphic organizer to sequence significant historical events of the Northeast Region.  
**Why:** We want to use a visual organizer to help students remember and better comprehend what they read and have a broader understanding of the context of historical events and their relationship to each other. As visual organizers, timelines offer support for sequencing, cause and effect, and making personal connections. We want to develop an understanding of the importance of chronology and how to determine what events are historical significant as we read history.  
**When:** As we examine historical time periods in history and sequence stories.  
**How:** We will design a timeline of our own lives, and then construct a timeline of the important historical events in the history of the Northeast region using primary and secondary sources. |

| **Model or Demonstrate** |  
|---|---|
| Show **how** to use the strategy. | • Start this lesson by reviewing the role of an historian.  
• Inform the students that today they are going to become historians for the Northeast Region of the US. Discuss the importance of using timelines as a way to plot events in history. Explain that timelines help us see possible relationships between events, remember these events, and grasp sequence of events. Discuss what makes an event significant. Use examples relevant to their lives (i.e. birth of a sibling vs. brushing one’s teeth.) Review how to read a timeline (SE p 122-123.)  
• Tell students that they will be creating a timeline of their lives. Determine the period of time that the timeline will cover – a day, a year, a decade, a person’s life span, a century, etc.  
• Model how to create a timeline of important events in your life. Choose the period of time that your timeline will cover. Discuss possible resources that a person can use to find important events in their life – parents, grandparents, baby |
Guided Practice
Scaffold the use of the strategy.

Apply
Use the strategy

books, siblings, etc. When modeling the making of a timeline, make a list of events that you wish to put on your timeline. Place events in chronological order in sequence of earliest to latest. Demonstrate how to determine the increments that you will put on the timeline graphic organizer and how you will place them. Discuss the possibilities of adding illustrations and how they would enhance the timeline. Put your completed timeline on display for students.

• Provide a graphic organizer for students to select 5-8 significant events from their lives. Students will begin to construct a timeline of their lives following the steps used above when making a timeline of significant events of the teacher’s life. ****Students can complete this part of the project at home using additional resources (parents, baby books, other relatives.) Finished project should be returned to the school the next day.

• On the second day of this project, remind the students that they will now be historians as they construct a timeline of important historical events of what happened in the Northeast region between 1600 – 1800. Read Lesson 2: Early History of the Northeast (SE textbook p116-121.) Divide the students into small groups. Working in groups, the students will determine the significant historical events. Students must justify why an event is significant before it can be added to the list. Additional resources can be share with students for collecting historical events. Tell students that you will be adding dates as you study the Northeast. Have the students arrange these events in chronological order. Using a timeline template, the students will construct a timeline on the Early History of the Northeast. This part of the project may take two days to complete.

• Students will present their timelines to the class.

• Then make a class timeline. This will be the beginning of a yearlong timeline for the classroom. You will need to determine what increments you will use to divide the
- Color code the events for the class timeline by region. At the end of the year, the timeline should have 6 different colors – one for each unit of study: Northeast, Southeast, Midwest, Southwest, West, and Arkansas.
- If your classroom does not allow room for this activity, the students can keep a regional timeline in their Social Studies Learning Log.

What conclusions can you make from the completed timeline?

Discuss how timelines can also be used to sequence events in a story.

**Alternative Lesson – Read a Timeline (Homework and Practice Book p34-35.)**