

Introduction		
Culture		
Holiday Riddler (understands t	he reasons that Americans cele	ebrate certain national holidays)
History		
Monumental Bingo (knows why	y important buildings, statues, n tory)	nonuments, and symbols are
		and identifies beginning, middle,
• Pilgrims	•	<ul> <li>Martin Luther King, Jr.</li> </ul>
<ul> <li>Christopher Columbus</li> </ul>		
Face to Facts (identifies key fig	gures and the roles they played	in national history)43
<ul> <li>Susan B. Anthony</li> </ul>		<ul> <li>George Washington</li> </ul>
<ul> <li>Harriet Tubman</li> </ul>	<ul> <li>Christopher Columbus</li> </ul>	<ul> <li>Abraham Lincoln</li> </ul>
<ul><li>Rosa Parks</li></ul>	<ul> <li>Martin Luther King, Jr.</li> </ul>	<ul> <li>Johnny Appleseed</li> </ul>
`	derstands major discoveries in ors responsible for them)	science and technology and 
Now or Long Ago? (compares	items from now and long ago)	
Sociopolitics		
Scenarios (understands the im		rs the reasons for them; understands
•		U.S. operates and provides opportunit
Economy		
Transportation Classification (u	understands the many types of	transportation used to
•	ne origin of food items found in t	the local stores by tracing
		n and interdependence of people) . 117
• • •	to use a map key to interpret s	ymbols and cardinal directions
• Classroom	<ul><li>Neighborhood</li></ul>	
• School	<ul><li>Community</li></ul>	
•	nes and locates continents, coul	ntries in North America,
<ul> <li>North America</li> </ul>	• World	• United States

## A-Timeline of Events





- ★ knows how to develop picture time lines
- ★ knows how to identify the beginning, middle, and end of historical stories

### Student Grouping

★ independent ★ small group

★ partners
★ large group



- ★ Copy the three-event timeline (page 29) or five-event timeline (page 31) for each student.
- ★ Copy the appropriate set of event cards (Pilgrims-page 33, Christopher Columbus-page 35, George Washington-page 37, Abraham Lincoln-page 39, or Martin Luther King, Jr.-page 41) for each student. (*Note:* If students are using the three-event timeline, tell them to cut off and discard the bottom portion of their event card page. Tell them they will only be working with the top three cards.)

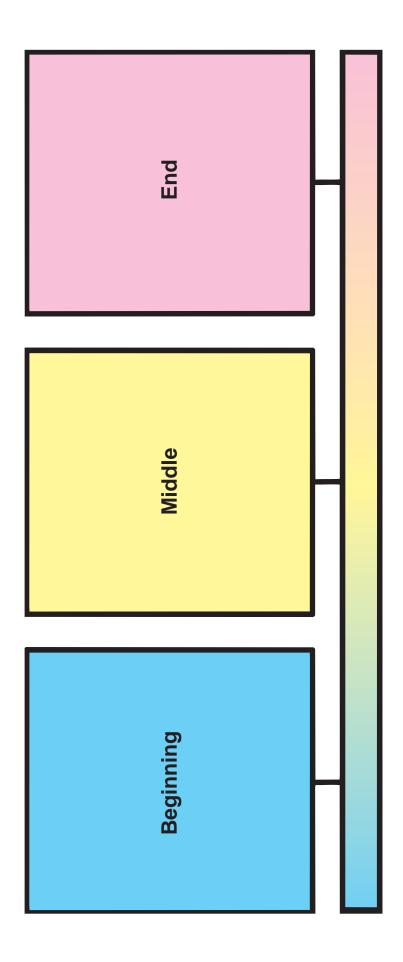
#### Directions

- **1.** Give students the appropriate blank timeline (three-event timeline or five-event timeline). Tell them to make note of the words in the box, such as *beginning* or *first*.
- **2.** Give students the appropriate set of event cards (Pilgrims, Christopher Columbus, George Washington, Abraham Lincoln, or Martin Luther King, Jr.).
- **3.** Tell students that they are to place the event cards in the correct place on the timeline starting with the first event that occurred.
- **4.** Read the cards together or have a fluent reader read them.
- 5. Have students try to place them in the correct order on the timeline.
- **6.** Check the students' placement of event cards to make sure he or she understands the chronological order of events.
- 7. Have students read together the cards in chronological order.



#### Ideas

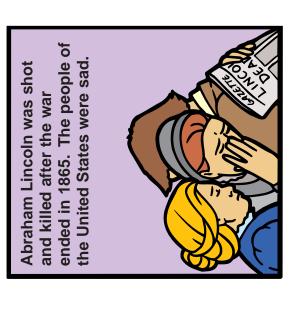
- ★ Laminate timelines and cards and keep in a center for independent practice.
- ➤ Be sure to model how to put the cards and timeline together. Tell students to think through what would come first, second, etc. Start with the three-event timeline first. Then progress to the five-event timeline.
- ★ Have students create picture timelines of their own lives or their families' histories using the timeline as a model.



## Abraham Lincoln

## Cards for Three-Event Timeline

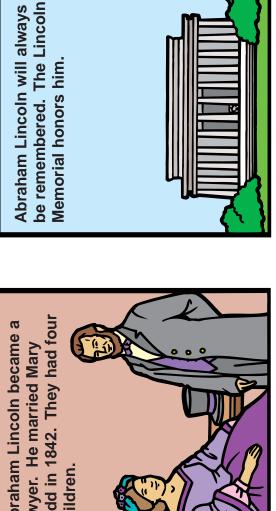




# Extra Cards for Five-Event Timeline







was born in a log cabin in on February 12, 1809. He

Kentucky.

Abraham Lincoln was born