

## Activity #2: *Lining It up*

### Objective 27: Historical and Cultural Perspectives

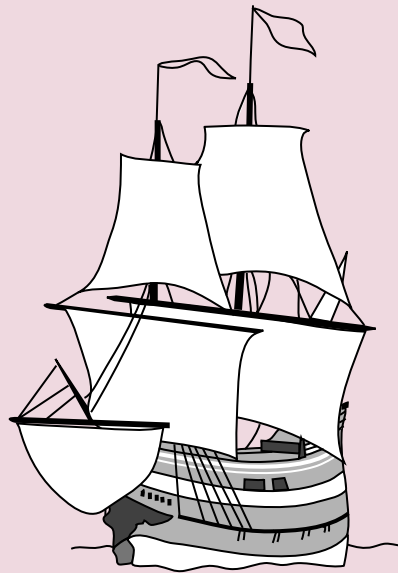


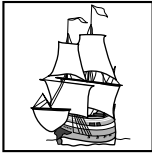
In this activity, students enhance their understanding of the passage of time and the intervals between events.

**Description:** Using a list of historical events, students create a time line and answer sequence questions.

#### ► **Directions**

1. Provide small groups of students with the list of historical events found on the next page.
2. Provide students with a copy of the time line (shown on the next page) and ask them to place the dates of the events in the proper order.
3. Ask the groups to share their work. Then display a correct version of the time line in front of the entire class.
4. Ask students sequence questions, such as:
  - Which event followed the signing of the Declaration of Independence?
  - Who came to America after the settlers of Jamestown?
  - Which event occurred first, the arrival of Columbus or the arrival of the Pilgrims?
5. Have students generate additional questions to ask one another.





**1620**—The Pilgrims land at Plymouth.



**1787**—The United States Constitution is written.



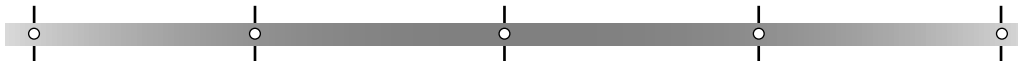
**1492**—Columbus comes to America.



**1776**—The Declaration of Independence is signed.



**1607**—Settlers first come to Jamestown.



## Social Studies

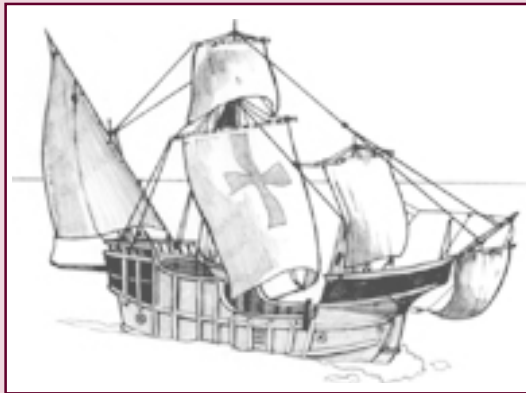
**Variation:** Have small groups of students create a national holiday time line by cutting out the illustrations below, numbering them, and placing them in the proper sequence.



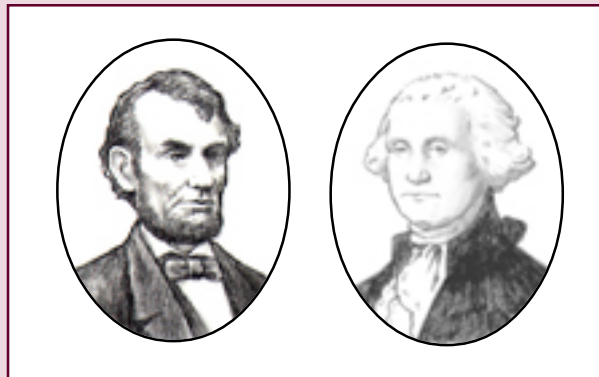
Martin Luther King Jr. Day



Thanksgiving Day



Columbus Day



Presidents' Day



Independence Day

**Variation:** As a class project, the drawings may be enlarged for students to color and place in chronological order.