



Kindergarten Social Studies Unit 09 Exemplar Lesson 01: A Timeline of Our State and Nation

This lesson is one approach to teaching the State Standards associated with this unit. Districts are encouraged to customize this lesson by supplementing with district-approved resources, materials, and activities to best meet the needs of learners. The duration for this lesson is only a recommendation, and districts may modify the time frame to meet students' needs. To better understand how your district may be implementing CSCOPE lessons, please contact your child's teacher. (For your convenience, please find linked the TEA Commissioner's List of [State Board of Education Approved Instructional Resources](#) and [Midcycle State Adopted Instructional Materials](#).)

Lesson Synopsis

In this lesson students will build on the information used in Unit, 8, Lesson 1, "A Timeline of Our Local Community." They will look at the history of the state and nation and create a timeline of historical events.

TEKS

The Texas Essential Knowledge and Skills (TEKS) listed below are the standards adopted by the State Board of Education, which are required by Texas law. Any standard that has a strike-through (e.g. ~~sample phrase~~) indicates that portion of the standard is taught in a previous or subsequent unit. The TEKS are available on the Texas Education Agency website at <http://www.tea.state.tx.us/index2.aspx?id=6148>.

K.3 *History. The student understands the concept of chronology. The student is expected to:*

K.3A Place events in chronological order.

K.3B Use vocabulary related to time and chronology, including before, after, next, first, last, yesterday, today, and tomorrow.

Social Studies Skills TEKS

K.14 *Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:*

K.14A Obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music.

K.14B Obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, print material, and artifacts.

K.14C Sequence and categorize information.

K.15 *Social studies skills. The student communicates in oral and visual forms. The student is expected to:*

K.15A Express ideas orally based on knowledge and experiences.

K.15B Create and interpret visuals, including pictures and maps.

GETTING READY FOR INSTRUCTION

Performance Indicators

Kindergarten Social Studies Unit 09 PI 01

Create a timeline of the state and nation. Include at least five events in history. Describe, orally or in writing, the relationship between the events by using vocabulary related to time and chronology.

Standard(s): [K.3A](#) , [K.3B](#) , [K.14A](#) , [K.14B](#) , [K.14C](#) , [K.15A](#) , [K.15B](#)

ELPS [ELPS.c.5B](#)

Key Understandings

- Events occur in order and relate to each other in time.
 - What is chronological order?
 - What words do we use to show how events relate to one another in time?
 - What does it mean for events to occur in order?

Suggested Duration: 2 days

- What is a timeline?
- What is the past?
- What is history?

Vocabulary of Instruction

- nation
- state
- chronology
- past
- history
- before
- after
- first
- last
- next

Materials

- Refer to the Notes for Teacher section for materials.

Attachments

All attachments associated with this lesson are referenced in the body of the lesson. Due to considerations for grading or student assessment, attachments that are connected with Performance Indicators or serve as answer keys are available in the district site and are not accessible on the public website.

 [Handout: Timeline Events](#)

Resources

- None Identified

Advance Preparation

1. Become familiar with content and procedures for the lesson, including the idea that events occur in order of time.
2. Refer to the Instructional Focus Document for specific content to include in the lesson.
3. Select appropriate sections of the textbook and other classroom materials that support the learning for this lesson.
4. Preview websites according to district guidelines.
5. Gather books and other materials used in previous lessons to help identify and research historical events to use on the timeline.
6. Make copies of student handouts and teacher resources needed for lesson.

Background Information

Chronology is the arrangement of events in order of time or occurrence. Relative chronology differs from absolute chronology in that relative chronology explains the relationship between events. The terms in TEKS K.3B (first, next before, after, etc.) are terms that explain relative chronology. People associated with past happenings who achieve some notability are historical figures.

GETTING READY FOR INSTRUCTION

Teachers are encouraged to supplement and substitute resources, materials, and activities to meet the needs of learners. These lessons are one approach to teaching the TEKS/Specificity as well as addressing the Performance Indicators associated with each unit. District personnel may create original lessons using the Content Creator in the Tools Tab. All originally authored lessons can be saved in the "My CSCOPE" Tab within the "My Content" area.

INSTRUCTIONAL PROCEDURES

ENGAGE – Examine timeline from Unit 8 Lesson 1	Notes for Teacher NOTE: 1 Day = 30 minutes Suggested Day 1 – 5 minutes
1. Access prior learning by displaying the timeline created in Unit 8 Lesson 1. Facilitate a discussion about the timeline using appropriate time-related vocabulary to describe the events and their chronological order.	Materials: <ul style="list-style-type: none">• Timeline created in Unit 8 Lesson 1• Teacher Resource: "Time" Vocabulary

Suggested Duration: 2 days

	<p>Flash Cards (optional, teacher set from Unit 1 Lesson 3)</p> <p>Purpose:</p> <ul style="list-style-type: none"> Students focus on timeline from Unit 8 Lesson 1. <p>TEKS: K.3A; K.3B; K.14A; K.14B; K.14C; K.15A; K.15B</p>
<p>EXPLORE – Identify historical events</p>	<p>Suggested Day 1 (continued) – 10 minutes</p>
<p>1. Ask students what national historical events they recall which they may have previously been taught. Prompt the discussion by asking leading questions, such as:</p> <ul style="list-style-type: none"> In September we learned about the rules of our nations. Who remembers the name of these rules? What year were these rules written? <p>2. If students need assistance in remembering this information, ask where the answers could be found. Guide students to conclude that through research the information can be located. Places to research information include books and the internet. Looking at documents from previous units may assist in research for this lesson. Model the use of appropriate resources or materials to find the date of the signing of the Constitution.</p> <p>3. Write Signing of the Constitution, 1787 on a piece of paper for the timeline.</p> <p>4. Ask students if they remember an important date in October. A person came to the Americas on a date in October. He sailed with three ships. Display picture book about Christopher Columbus and ask:</p> <ul style="list-style-type: none"> Who was this famous person and what year did this happen? <p>5. Write Christopher Columbus, 1492 on a piece of paper for the timeline.</p> <p>6. Ask students:</p> <ul style="list-style-type: none"> What they remember about the next month of the calendar, November What holiday did their families celebrate in November? <p>7. Display a picture book or other item to remind students of Thanksgiving. The First Thanksgiving was preceded by the pilgrims landing in North America in 1620.</p> <ul style="list-style-type: none"> When did the Mayflower come to North America? (locate this information in the book) <p>8. Write Mayflower, 1620 on a piece of paper for the timeline.</p>	<p>Materials:</p> <ul style="list-style-type: none"> picture books or other materials from previous units that will help students remember details and dates of events to add to the timeline paper for writing historical events and dates, to be placed on the timeline. (approximately 4X6 inches should work) <p>Purpose:</p> <ul style="list-style-type: none"> Students identify historical events to place on timeline. <p>TEKS: K.3A; K.3B; K.14A; K.14B; K.14C; K.15A; K.15B</p> <p>Instructional Note: It is likely that, even though some of the historical events chosen for this timeline may not have been covered in Kindergarten, at least a mention of important dates have occurred during the daily calendar time or read about in a book.</p> <p>Suggested historical events for timeline:</p> <ul style="list-style-type: none"> Columbus landed in the Americas in 1492 Pilgrims in the Mayflower landed in North America and began settling there in 1620 Established new rules for our government when the Constitution was signed in 1787. George Washington was elected the first president of the United States in 1789 Texas became the 28th state of the United States of America in 1845 <p>Other historical events (optional):</p> <ul style="list-style-type: none"> Declaration of Independence in 1776 Colonists won independence from England in 1783 Stephen F. Austin brought his first group of settlers to Texas in 1825 (This could be added during Unit 9, Lesson 3.)
<p>EXPLAIN – Put events in chronological order</p>	<p>Suggested Day 1 (continued) – 10 minutes</p>
<p>1. Direct students to look at the three events and dates discussed in the Explore section. Ask:</p> <ul style="list-style-type: none"> Which event came first? <i>Accept answers and comments from several students to initiate a discussion.</i> How events might be placed in order? <i>Allow time for discussion.</i> 	<p>Materials:</p> <ul style="list-style-type: none"> butcher paper for the timeline (approximate size 12" X 60") plastic bag with a zip closing (sandwich size) <p>Attachments:</p>

Suggested Duration: 2 days

2. Write the three dates on the chalkboard vertically (1492, 1620, 1787). Start on the left side, the thousands place, and focus attention on the numbers. Since they are the same, number one, look next at the hundreds place. Which one is the greatest? (7) Which one is the smallest number? (4) Place the numbers in order from smallest to greatest: *1492, 1620, 1787*. The event that happened first would be placed first on the timeline, on the far left. Next, place the second number to the right of the first number. Then place the third number to the right of that number. Leave space on the timeline between events to place other events that have not yet been identified.
3. Distribute a set of the Handout: **Timeline Events** (page 1) to each student. Have students cut out cards and put events in order from left to right. When finished, have student pairs take turns naming each event and explaining the order using appropriate time-related vocabulary.
4. Teacher walks around while monitoring and listening.

- Handout: **Timeline Events** (page 1)

Purpose:

- Students learn the process of placing events in chronological order.

TEKS:

K.3A; K.3B; K.14A; K.14B; K.14C; K.15A; K.15B

Instructional Note:

Provide a plastic zipper bag to each student for Timeline Event cards. These will be used for another part of the lesson. Bags should be labeled with student names.

ELABORATE – Key Understandings & Guiding Questions

Suggested Day 1 (continued) – 5 minutes

1. Facilitate a discussion to focus on Key Understandings and Guiding Questions:
 - Events occur in order and relate to each other in time.
 - What is chronological order?
 - What words do we use to show how events relate to one another in time?
 - What does it mean for events to occur in order?
 - What is a timeline?
 - What is the past?
 - What is history?

Purpose:

- Students demonstrate understanding of chronology.

TEKS:

K.3A; K.3B; K.14A; K.14B; K.14C; K.15A; K.15B

ENGAGE – Focus on more historical events

Suggested Day 2 – 2 minutes

1. Direct students' attention to the timeline on display. The events placed on the timeline were all events that were important to the history of our entire nation, the United States of America. Encourage students to think of other events in the history of the United States that could be included on the timeline.
Ask:
 - **What other events in history should we place on our timeline?**

Materials:

- timeline from previous day's lesson

Purpose:

- Students identify specific events in the history of our nation.

TEKS:

K.3A; K.3B; K.14A; K.14B; K.14C; K.15A; K.15B

EXPLORE – George Washington

Suggested Day 2 (continued) – 5 minutes

1. Guide students to consider another historical figure who had a great impact on our nation. Display the one dollar bill.
Ask:
 - **What is the name of the man on the front of the bill?** *George Washington (most students will know the name of George Washington)*
 - **Why do we have a picture of George Washington on the one dollar bill?** *Answers may vary.*
 - **Have you seen other pictures of George Washington? If so, where can those pictures be found?** *Many school libraries or classrooms have portraits of Washington on their walls*
2. George Washington was elected as the first president of the United States in 1789. He was a strong leader for our country. We celebrate his birthday

Materials:

- a one dollar bill
- paper for writing historical events and dates, to be placed on the timeline. (approximately 4X6 in. should work)

Purpose:

- Students identify an additional historical figure, George Washington, to add to the timeline.

TEKS:

K.3A; K.3B; K.14A; K.14B; K.14C; K.15A; K.15B

Suggested Duration: 2 days

<p>on February 22nd. Our country observes a national holiday in February called Presidents' Day to honor George Washington and other presidents. It is observed on the third Monday of the month.</p> <p>3. Write George Washington was elected the first president of the United States, 1789 on a piece of paper for the timeline.</p> <p>4. Ask students where it should be placed on the timeline. Write the dates of the other three events vertically on the chalkboard. Write 1789 under the last number, 1787. Compare the numbers. Assist students to conclude that 1789 will go next (to the right of 1787) on the timeline. Place it on the timeline.</p>	<p>Instructional Note: George Washington will be studied in more detail in the next lesson.</p>
<p>EXPLAIN – Add George Washington to timeline</p>	<p>Suggested Day 2 (continued) – 5 minutes</p>
<p>1. Distribute one picture card of George Washington from Handout: Timeline Events to each student. Students add this card to their existing cards and place them in order with a partner. Each partner will have a turn to put the cards in order and explain the order using time-related vocabulary.</p> <p>2. Teacher walks around while monitoring and listening.</p>	<p>Attachments:</p> <ul style="list-style-type: none"> Handout: Timeline Events (page 2) (cut out picture card of George Washington only to distribute to students) <p>Purpose:</p> <ul style="list-style-type: none"> Students apply the process of placing events in chronological order. <p>TEKS: K.3A; K.3B; K.14A; K.14B; K.14C; K.15A; K.15B</p>
<p>EXPLORE – Add Texas statehood to timeline</p>	<p>Suggested Day 2 (continued) – 5 minutes</p>
<p>1. Up to now all the historical figures and events on our timeline have been related to our national history. Ask:</p> <ul style="list-style-type: none"> What event in our state history was very important to Texas? <p>2. If we could choose one single event, it would probably be statehood. Texas was not always a part of the United States of America. It was not a state; it was its own republic. Texas became the 28th state in 1845.</p> <p>3. Write Texas became a state, 1845 on a piece of paper for the timeline.</p> <p>4. Ask students where it would belong on the timeline. Again, write the numbers vertically and compare the hundreds place to determine the proper placement. Place the paper on the timeline.</p>	<p>Materials:</p> <ul style="list-style-type: none"> paper for writing historical events and dates, to be placed on the timeline. (approximately 4X6 in. should work) <p>Purpose:</p> <ul style="list-style-type: none"> Students identify an additional historical event, Texas statehood, to add to the timeline. <p>TEKS: K.3A; K.3B; K.14A; K.14B; K.14C; K.15A; K.15B</p>
<p>EVALUATE – Describe relationship of events</p>	<p>Suggested Day 2 (continued) – 13 minutes</p>
<p>Kindergarten Social Studies Unit 09 PI 01</p> <p>Create a timeline of the state and nation. Include at least five events in history. Describe, orally or in writing, the relationship between the events by using vocabulary related to time and chronology. Standard(s): K.3A , K.3B , K.14A , K.14B , K.14C , K.15A , K.15B ELPS ELPS.c.5B</p> <p>1. Distribute the last picture, the state of Texas (with the U.S. and Texas Flags), from the Handout: Timeline Events (page 2) to students.</p> <p>2. Students will add this picture to the others in their plastic zipper bag. Students will place pictures in chronological order and explain orally, or in writing, the relationship between the events by using vocabulary related to time and chronology.</p> <p>3. Teacher walks around while monitoring and listening.</p>	<p>Attachments:</p> <ul style="list-style-type: none"> Handout: Timeline Events (page 2) (cut out picture card of Texas with the U.S. and Texas Flags to distribute to students) <p>Purpose:</p> <ul style="list-style-type: none"> Students perform the task of placing events in chronological order to determine understanding. <p>TEKS: K.3A; K.3B; K.14A; K.14B; K.14C; K.15A; K.15B</p> <p>Instructional Note: It is suggested that the pictures not be glued to a larger piece of paper so that events may be added and the process of placing events in chronological order can be practiced.</p>

Timeline Events (page 1)



1787



1492

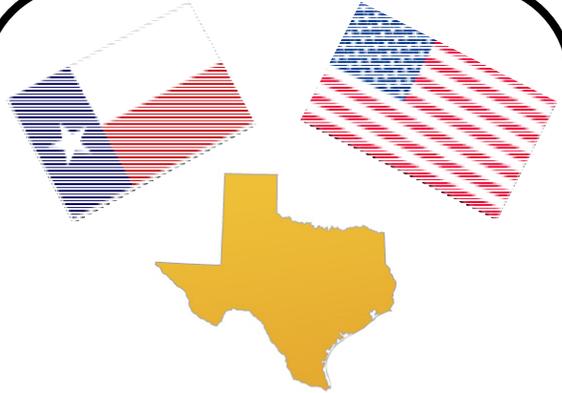


1620

Timeline Events (page 2)



1789



1845