

# MAKING A TIMELINE



## ***Objective***

Students will correctly organize key events related to the War of 1812 on a timeline.

## ***Standards***

Social Studies 5.A.1.a, 5.A.1.b (grade 3)

Social Studies 5.B.2.a (grade 4)

## ***Grade level***

3 - 4

## ***Length of lesson***

45 – 60 minutes

## ***Materials from trunk***

- Timeline laminated sheets with image/date on them
- Background “catalog cards” for each event
- Laminated World Map, showing England and France as well as America
- Brochure: *Star-Spangled Banner National Historic Trail*, National Park Service
- Brochure: *Southern Maryland War of 1812 Travel Map and Guide*, Southern Maryland Partnerships

## ***Overview***

In this lesson, students are required to think chronologically about events in both Europe and America that may have contributed to or been a lasting effect of the War of 1812.

## ***Teacher Background***

Historical events do not happen in a vacuum. What might at first seem like isolated activities can, upon closer look, reveal themselves as intertwined events that affect and relate to each other in complicated and integrated ways. The War of 1812 provides a rich example of this scenario – what might seem like a battle between the United States and England can also be seen as one part of a larger and international story. There are many resources in print and online about the War of 1812 that detail how events around the Chesapeake Bay were related to and affected the United States, other parts of North America, England and Europe (see additional resources and Teacher Background for more specific resources on these events). Each timeline catalog card has links to additional information for each “event” for further research.

# MAKING A TIMELINE

## *Procedure*

1. Explain to students that they will be organizing events along a timeline. Pass out timeline sheets with image/date on them in random order – one per student if possible.
2. Ask students to arrange themselves physically/their sheets into a chronological timeline. Once they have done this, they can put their sheets on the floor, on the board or around the classroom walls and step back to get a full picture. At this point, adjustments can be made if necessary. Are there any surprises? Are any of the events related in some way? Discuss how events, even in different countries, might have affected each other and the course of history. Have the students' use Timeline Catalog cards if they do not understand a particular event. Have students mark off various locations mentioned in the timeline with dry-erase marker. Show how each event connects spatially.
3. Ask students to sort or group the sheets in different ways—What events happened in the United States or in Europe? Which events might have been a contributing cause to the War of 1812 and which events might have been an effect of the war?
4. Engage students in a wrap-up discussion that addresses their thinking and decisions. Were there any surprises? How were they able to come to conclusions even when they did not know details about the events (if applicable)?

## *Extensions*

- Students research one event/date and write a three-sentence catalog card for this event. Then, using a world map, connect event catalog cards with locations (using pins, string).

## *Modifications*

- Students may work in teams or pairs to arrange themselves along a timeline and sort/group sheets in different ways.

## *Related Resources*

Teacher's Resource Guide to the Star Spangled Banner – Maryland

[http://starspangled200.org/Resources/Documents/1812%20Teacher%20Resource%20Guide\\_Color.pdf](http://starspangled200.org/Resources/Documents/1812%20Teacher%20Resource%20Guide_Color.pdf)

Timeline of the War of 1812

<http://thewarof1812.com/Warof1812Almanac/timelineofthewarof1812.htm>

See back of individual timeline catalog cards for additional resources for each event.