

Human Timeline

Kinesthetic activities like the human timeline and human slideshow help students retain information in their long term memory because the students remember the experience along with the information. Some students need mobility to learn a concept. This is a quick activity to help students remember critical dates and relative time periods that are tested on TAKS.

Absolute and Relative Chronology:

Absolute Chronology depends on knowing the precise date including **the day, month and/or year of the event**. To sequence events in absolute chronology means to organize them in an order- that is from oldest to most recent. **Relative chronology** depends less on specific dates and more on **relationships of events**. To sequence events, individuals, and time periods, students must understand past, present and future time. Students must also be able to identify the beginning, middle, and end of an event or story. Students are expected to structure a story, creating their own sequence by developing a topic from its beginning to its conclusion. Students are expected to create and interpret timelines, identify intervals of time, and order events in the sequence of occurrence and in relation to other events.

Absolute Chronology: 1776, 1787, 1861-1865, 1898, 1914-1918, 1929 and 1941-1945.

Relative Chronology: Revolutionary War, Great Depression and World War II.

TEKS Addressed:

(8.1) History: The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to

- (C) explain the significance of the following dates: [1607], **1776, 1787**, [1803] and **1861-1865**.

(1) History. The student understands traditional historical points of reference in U.S. history from 1877 to the present. The student is expected to:

(A) identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics;

(B) apply **absolute and relative chronology** through the sequencing of significant individuals, events, and time periods; and

- (C) explain the significance of the following dates: **1898, 1914-1918, 1929, 1941-1945**, [and 1957].

Time:5 – 10 minutes

Procedure:

Distribute the flashcards to students.
Ask the students to arrange themselves in chronological order.

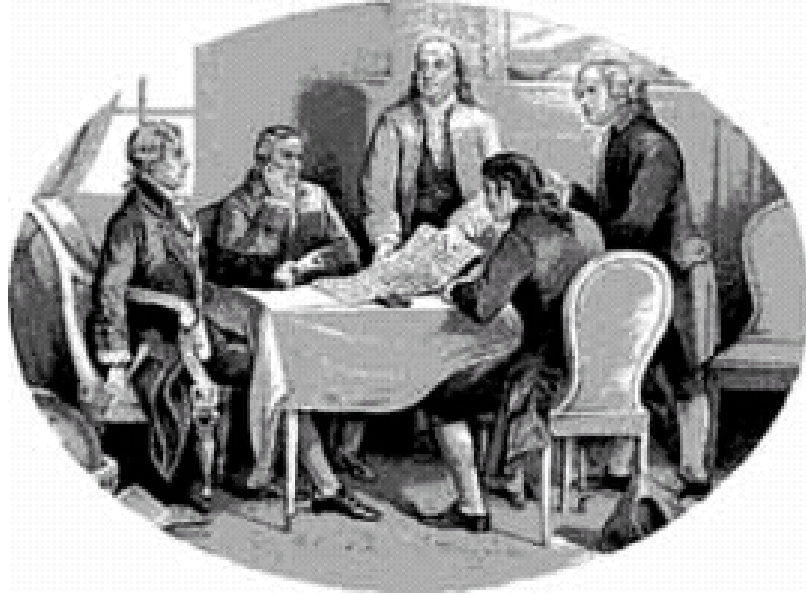
Modification:

Place magnets behind the flashcards.
Have students arrange the flashcards in chronological order on a magnetic surface.

Materials:

Flashcards
Magnets (for modification)
Magnetic surface

Declaration of Independence



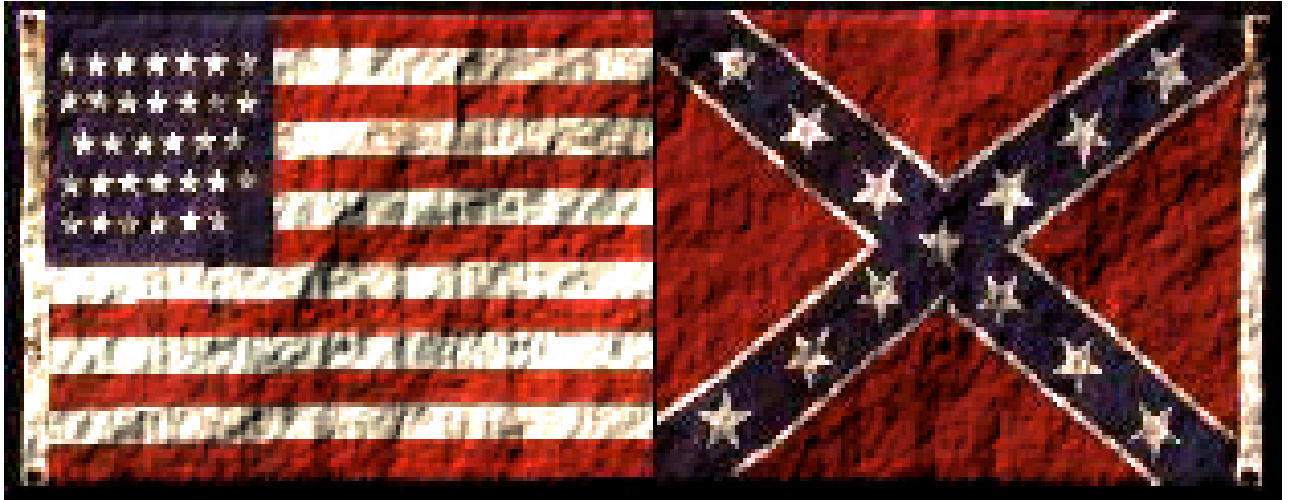
<http://www.rjgeib.com/thoughts/jefferson/independence.jpg>

Constitution



http://www.vmfa.state.va.us/collections/50_2_1.jpg

Civil War



<http://www.us-civilwar.com/>

Gilded Age



www.oswego.org

Progressive Era



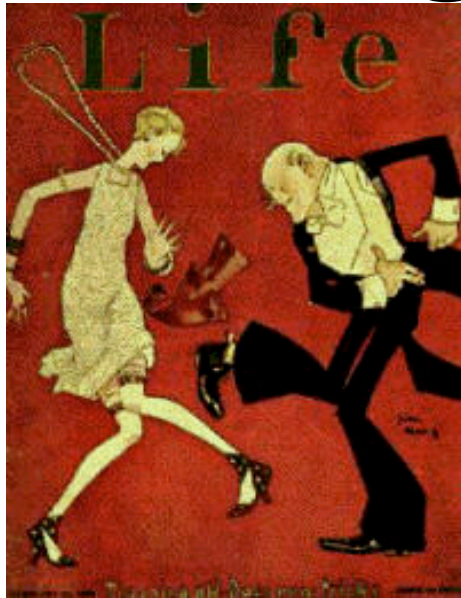
http://www.archives.gov/digital_classroom/lessons/election_cartoons_1912/images/fallacies_detail.gif

World War I



www.firstworldwar.com/features/trenchlife.htm

Jazz Age



<http://www.iin.co.kr/main/design2/clothes/image/thm021a.jpg>

Great Depression



www.seykota.com/tribe/pages/2003_May/May_25-31/

World War II



<http://ahc.uwyo.edu/exhibits/veterans/jpgs/veteran25b.jpg>

Cold War



<http://staffweb.lib.uiowa.edu/ktonella/coldwar.jpg>

Civil Rights Movement



http://www.africawithin.com/bios/ml_king.jpg