

Travel to the Timeline

Introduction: Timelines are a familiar sight in many elementary (and even secondary) classrooms. Teachers make timelines with paper, fabric, and several other materials and usually place them on walls and in hallways of schools. This activity will have the students developing timelines outside or in the gym while keeping their bodies moving.

Grade Level and Subject: 2nd Grade Social Studies and P.E.

TEKS: Social Studies – 2C
P.E. – 1C, 1D, 1G, 3A, 3B, 3C, 7A, 7B

Materials: Paper plates, note cards

Resource: *The Ultimate Playground & Recess Game Book* by Guy Bailey. ISBN: 0-9669727-2-4

Activity: After teaching the students about timelines, the teacher should introduce four or five (depending on the size of the class) historical events that the students can develop into timelines. If the class is small, the teacher should have the students each develop a timeline, using note cards for each event depicted in the timeline. If the class is a large one, the teacher will want the students working in groups to develop note cards containing events that are parts of the timeline. Before taking the activity outside, the teacher will want at least four or five different timelines, with each event of the timeline depicted on a note card.

Depending on the weather conditions, the teacher might want to finish this activity in the gym. If the activity must be completed outside, the day should be bright and sunny, without any wind.

To complete the activity, the teacher must first place paper plates on the floor of the gym or playground for each timeline. Each timeline will have a paper plate laid evenly in a straight row for every event in the timeline. For example, if the students developed a timeline that had six events in it, the teacher will place six paper plates down in a neat, straight line. If the class has developed five timelines, there should be five rows of paper plates laid evenly in rows a good distance apart from each other. If each child has created a timeline, there should be a row of paper plates for each child's timeline. Again, if there is ample room, it is a good idea for the teacher to lay these rows of paper plates a good distance apart from each other so that the students can move to the timelines easily.

The students are to come to the gym or playground with the teacher. If the students each have a timeline, the teacher will hand out the timelines with the cards out of order. It is the teacher's decision on whether the students will get their own timelines to begin with or not. Once the

students have a timeline in hand, they are to wait for the signal to begin the activity. Once the signal has been given, the students are to run (or any locomotive skill the teacher has selected) to a set of paper plates, making sure that the number of paper plates match the number of cards they have. The students are to place their cards in the correct order on the paper plates. They will then stand quietly until all of the timelines have been constructed by the students. The teacher will check the timelines for accuracy. Once all of the timelines have been checked, the students will pick up their cards and mix them up. They will then hand the cards to the teacher, who will then redistribute the cards, and the activity will begin again.

If the students have worked in groups to complete the timelines, the teacher will have them stand in their groups to begin the activity. The teacher will hand each group a set of cards that are not in the correct order. Each student will take a card to place in the timeline. Once the teacher's signal has been given, the group will run to a set of paper plates (with the number of paper plates matching the number of cards) and place their cards in the correct order. The groups will stand quietly at their timeline until all groups have completed their timelines. The teacher will check the timelines; the students will pick up their cards and hand them to the teacher in the wrong order, and play will resume again with the groups getting a different set of cards.

If the teacher would like to display the timelines at the end of the activity, a good idea would be for the teacher to take some pictures of the students completing their timelines and display the pictures and timelines on the wall or in the hallway.

Evaluation: The teacher will check the timelines for accuracy once they have been developed. If the students get the events in the timeline in the wrong order, the teacher can use it as a re-teaching tool and discuss the correct order with the students.



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