



SCHOOL VIOLENCE PREVENTION DEMONSTRATION PROGRAM

REVOLUTIONARY EMOTIONAL TIMELINE

By Heather Cagle

Activity Description

Students create a Revolutionary-era timeline in the Emotional Timeline Format (shown below).

Suggested Grade Level

Upper elementary or middle school

Estimated Time to Complete

25 minutes

Objectives

Students will

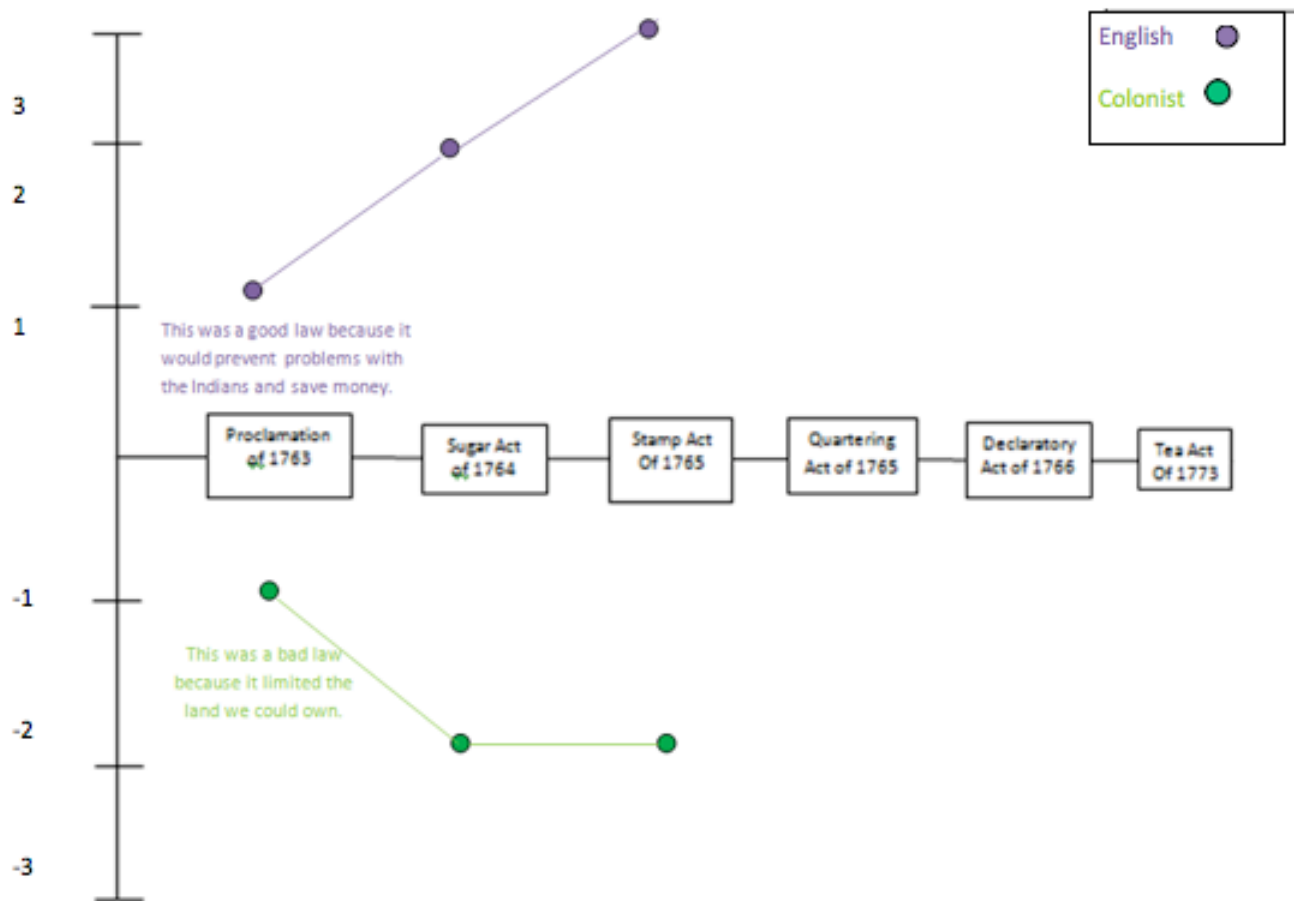
- explain the feelings of colonists leading up to the Declaration of Independence;
- identify the British laws passed on the colonists from 1763–1773;
- justify the acts passed from a British perspective.

Materials Needed

- *We the People: The Citizen & the Constitution* text
- Paper for timelines
- Colored pencils/markers/crayons/pens

Activity Procedures

1. Students should create a timeline in the Emotional Timeline Format (shown below).
2. Students should choose one color for the colonists and one for the English government.
3. Students should place dots in chronological order on the timeline to gauge whether the act was good or bad; first from the English perspective, then the colonist. (A list of the acts are on pages 60–61 of *We the People: The Citizen & the Constitution*.)
4. For each dot, students should provide a brief justification for the number chosen.
5. Connect the dots to show change over time.



Common Core State Standards

English Language Arts, History/Social Studies, Grades 6–8

Integration of Knowledge and Ideas

7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
8. Distinguish among fact, opinion, and reasoned judgment in a text.

English Language Arts, Anchor Standards, College and Career Readiness, Anchor Standards for Reading, Grades 6–12

Key Ideas and Details

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.