



SCHOOL VIOLENCE PREVENTION DEMONSTRATION PROGRAM

STRATEGY: CHRONOLOGICAL ORDER OF EVENTS

Strategy Overview

Students need to understand and be able to identify and use sequence words (such as *first*, *next*, and *last*) or other indicators of chronological order, such as dates. In a historical sense, sequence words indicate what happened in chronological order in the past. However, sequence words also indicate how events will or might proceed, such as the process by which a bill becomes law.

Strategy Procedures

Use the [Chronological Order Organizer](#) with text, in which a series of events or actions needs to be understood in the order they occurred. The number of event boxes on the provided handout is arbitrary. More or fewer boxes may be needed.

Example

We the People: The Citizen & the Constitution, middle school, Lesson 20

1. Ask students to identify sentences that illustrate in chronological order the development of political parties. On the handout, the topic might be written as “The Development of Political Parties.” Following are some of the sentences they might select from the lesson:
 - “When George Washington was elected as the first president, he received every electoral vote” (p. 172). Note: Washington was first elected in 1779.
 - “In 1793 war broke out between France and Great Britain” (p. 176).
 - “By the election of 1796, there was serious hostility between the Federalists and the Republicans” (p. 178).
 - “The election of 1800 was the first time that political parties backed candidates for president” (p. 178).
2. Then, beginning with the uppermost left-hand box, students might write in key sentences that show the order of events.
3. Ask students what cued them about the order of events. In this case, the dates show the chronological order. Lesson 20 generally proceeds in chronological order, but students should be aware that this might not always be the case. Also, order of events may be compact (occurring in as little as a few sentences) or compiled from information over several paragraphs or even several lessons. The following is an example from page 172:

“When Washington *took office*, the new nation faced many problems. The country was in debt and needed to create good relations with other nations. People had different ideas about how to solve these problems. As President Washington and his advisers tried to deal with the issues, disagreements arose. These disagreements *led* to the rise of political parties.”

Other text for using the Chronological Order Organizer

We the People, upper elementary

- Lesson 5: Events that led to the Declaration of Independence
- Lesson 19: Discrimination through the civil rights movement
- Lesson 21: Acquiring the right to vote

We the People, middle school

- Lesson 6: Development of constitutional government in Great Britain
- Lesson 7: Order of events leading to the American Revolution