

Grade Level: 3 <sup>rd</sup> or 4 <sup>th</sup>	Subject: Social Studies
Central Focus: Washington/Oregon Territory <i>Timeline</i>	Estimated Duration: 20 min
Series of the lesson: 1 of 2	Grouping: Whole class
Prior knowledge, skills an/or experiences needed: None	

**Social studies:** 4.1.1: Understands and creates timelines to show how historical events are organized into time periods and eras.

**Learning Objectives:**

Students will create a timeline using information on the worksheet.

**Targets for Students:**

I can create a timeline.

**Assessment Strategies (formative and summative):**

Exit slip-timeline

**Student Feedback Strategies:**

**Academic Language Demands:**

Vocabulary:

Native American

Log Cabin

Fort

**Language supports:**

Having the vocabulary on the work sheet represented by picture is a language support for English language learners.

**Accommodations and/or modifications:**

To make this more advanced have students research different events in the history of the Oregon Territory to add to their timeline. Teachers could include different events that their class is talking about.

**Materials Needed (include technology)**

Work sheet-

Work sheet-


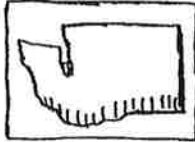
Paper to glue timeline to-  
 Crayons, markers, color pencils  
 Scissors



**Teaching Plan:**

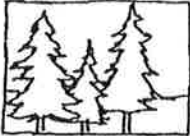

Time	Teacher Behavior	Student Behavior	Assessment to monitor learning
Opening of Lesson			
30 sec	Assign students to groups. Hand out worksheet to students.	Move to assigned group	
Body of Lesson (may want additional rows to make your steps explicit)			
10 min	In groups have students read and dysipher worksheet. 'What word do you think belongs where the picture is? How do you know?' While students are reading move around the room to the different groups and monitor discussions. Once they have completed the article and discussed with in their groups discuss as a whole class.	Read and discuss	
10 min	Hand out 2 <sup>nd</sup> work sheet, explain that we are making a timeline "these are pictures of different events we just read about, it is your job to color these pictures and put them	Listen to instruction, start coloring and making timeline.	

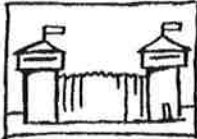

	in order, You may add different events in order as well" while students are working walk around and monitor progress.		
Closure and end of lesson			
2 min	Have students discuss there timeline with the person sitting next to them. Then have students turn the timeline in.	Discuss with partner turn in timeline	Exit slip: timeline

# Washington Story

Years ago  lived in what we now call  state.


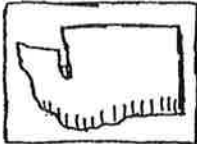

Explorers came by . Other explorers came over the 

They wanted to cut down  to sell and hunt  to

sell for furs. Some men built s. Settlers came by 

They built s where the  lived. The white 

signed a treaty with the  for some of their land. More

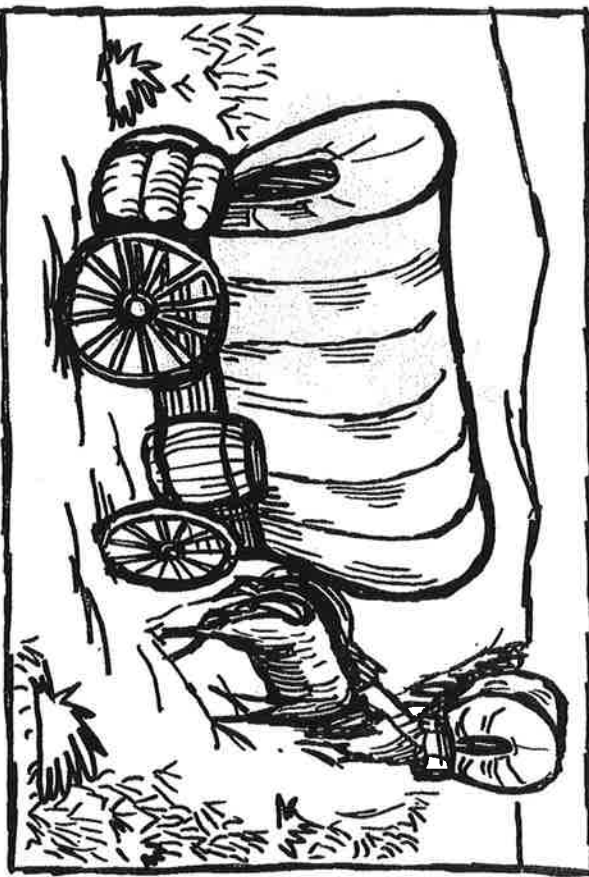
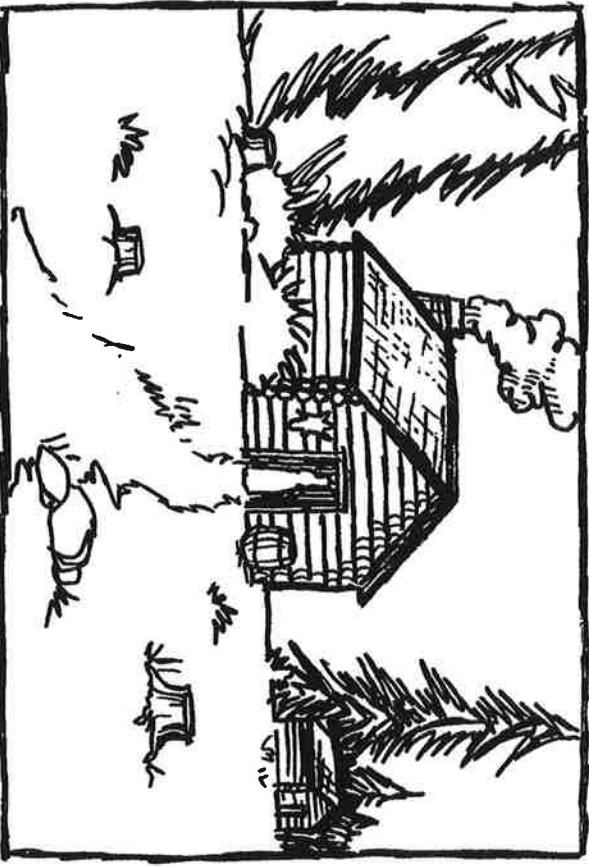
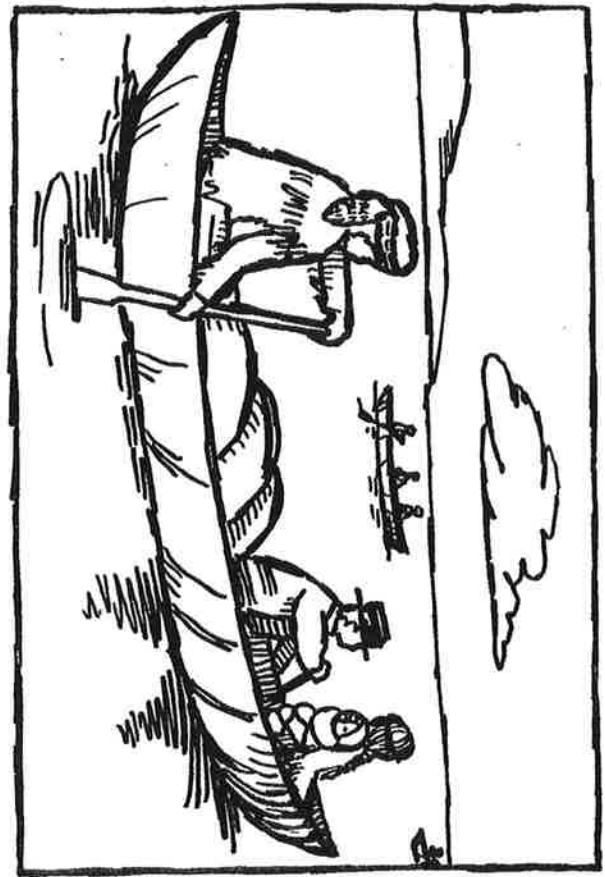
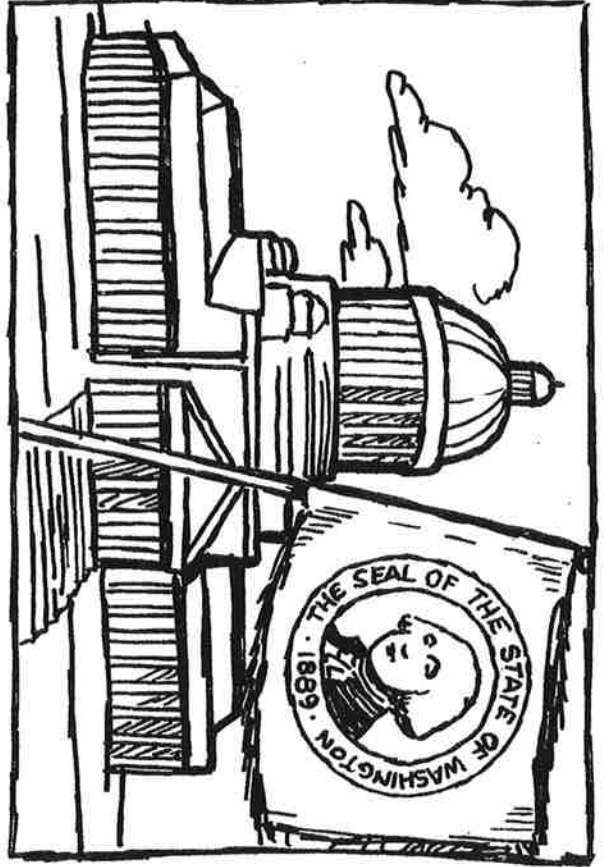
 came to  Territory. They built more s. They

built s. Next the  came. More and more 

came to  Territory. In 1889  became the

nd state in the  of America.

# The Story of Washington



Color, cut and paste the pictures in order.