Lesson 5: Time Line of San Diego's History

Focus Question: What are the key events in the history of San Diego?
A key structural pattern found in informational text is that of sequential-chronological order. During the study of the history of San Diego, many names, locations, events and dates are mentioned. A time line is as an important scaffold upon which students can place these names, location, events and dates. During this lesson, reference is made to the *Time Line of San Diego's History.* It can be found on pages 5 through 8 of this curriculum guide.

Activity # 1 San Diego Tea Party

Materials needed: One copy of *Time Line of San Diego's History* (pages 5-8) cut into strips.

Ask students if they have ever been to a tea party. Explain that at a tea party, each guest's behavior is "ever so proper." Guests move about the room speaking with different guests. Conversations are brief as guests want to move about and speak with as many of the other guests as possible. Frequently heard conversations often begin with, "Daahling, did you know that…." Some guests are known to hold up their right pinky finger as they move about the room!

Duplicate a copy of the *Time Line of San Diego's History*. Cut each "event" apart and put all of them into a container. Each student chooses one or more events. Begin the tea party. As the students move slowly about the room, each one stops to visit with another guest. He/she shares his/her event and then moves on to another guest. Students should act very "prim and proper" as they share their event with "emotional enthusiasm."

After the tea party, collect the event cards and display them where students can read them in their spare time. The "tea party" strategy is a fun way for students to share a large number of facts. Students are not expected to memorize all of events and dates. Note: Students can dress the part, if desired.

Activity # 2 Cut and Match Activity

Materials needed: For each small group of students, a copy of *Time Line of San Diego's History* (pages 5-8); scissors, glue, construction paper

Provide each small group of students with a copy of the *Time Line of San Diego's History.* Students cut apart the rows of each date with its associate event. Mix each set of strips into an envelope. Have each group of students place the events into chronological order. Let students compare their results, first with other groups and afterward with a copy of the *Time Line of San Diego's History*.

To help students correctly apply terms related to time, have them sort the dates by century and write a label for each century, i.e., label "18th century" for the date 1769 and 19th century for the dates 1822, 1833, 1837, 1846, 1848 and 1850. Finally, students glue the strips on to construction paper. Discuss/review each event on the time line. Pose the question, "What else might be included on the *Time Line of San Diego's History*? Continue to add to or revise the time line as desired.

Activity # 3 Sequencing Events of the History of San Diego from 1769 to Today.

Materials needed: A copy for each student of *Sequencing Events of San Diego's History from 1769 to Today* (Handout #5.1). Display the *Time Line of San Diego's History* or give each student a copy.

Procedure:

Step 1: Working individually, students use the ***Time Line of San Diego's History*** to locate the date for each event listed on ***Sequencing Events of San Diego's History from 1769 to Today*** (Handout #5.1). Write the date to the **right** of each event.

Step 2: Number the events from 1 to 10, with #1 being the earliest event and #10 being the most recent event. (Note: Other events may be substituted or added.)

Order	Event	Proper Sequence
_____	Voters approve downtown Padres ballpark.	10
_____	San Diego is incorporated.	3
_____	Father Junipero Serra founds Mission San Diego de Alcala	1
_____	San Diego's real estate boom ends and the population drops.	5
_____	Spanish rule ends and Mexico gains its independence.	2
_____	The Panama-California Exposition opens in Balboa Park.	6
_____	Alonzo Horton lays out a "New Town" for San Diego.	4
_____	The Pacific Fleet enters San Diego Harbor; the Navy Era begins.	7
_____	The San Diego Trolley is dedicated.	9
_____	Mission Bay Aquatic Park officially opens.	8

Activity # 4 (Optional) Newspaper Headlines.

Write a catchy headline for one or more the events on the ***Time Line of San Diego's History.*** The activity may be done individually, by student pairs, or small groups.

Activity # 5 (Optional) Writing New Stories.

Divide the class into 8 to 10 groups. Assign each group one of the key events featured on the ***Time Line of San Diego's History***. Groups, or individual students, may then write a series of news stories about ONE of the events using EACH of the formats listed below:
- a descriptive story about the event, including who, what, when, where and why
- an "imaginary" interview of a person involved with the event (include imaginary quotations)
- an advice column suggesting a solution to a problem/challenge related to the event
- an editorial or a *Letter to the Editor* about the event

Assemble the articles into a newspaper for each group. Let the group determine the name of their newspaper, the date of the issue and the design for the paper's masthead.

Activity # 6 Time Line of San Diego History (Individual Project)

As an assessment, have students complete either Activity #6 or Activity #7. **Provide class time to review the events recorded on the** *Time Line of San Diego's History* (pages 5-8).

For each student, distribute a copy of the time line and Handout # 5.2, ***Time Line of San Diego History (Individual Project)***

ASSESSMENT: Time Line of San Diego History (Individual Project)

Prompt: Construct a time line of San Diego History for either the 19th or 20th century. Divide the dates on the time line into decades. Accurately place at least five key events or people of the historical era on the time line in chronological sequence. Explain why the events or people shown are significant to the history of San Diego.

Rubric
Indicator: Knowledge of Historically Accurate Content
Indicator: Knowledge of Chronological Thinking
Indicator: Supports the Topic with Accurate Examples
Indicator: Historical Interpretation and Analysis of Significance

Activity # 7 3-D Chronological Time Line (Group Project)

As an alternative to the individual time line project, have students complete this group time line project.

Provide class time to review the events recorded on the *Time Line of San Diego's History* (pages 5-8). Distribute a copy of the time line, *3-D Chronological Time Line* (Handout # 5.3) and *3-D Time Line of San Diego History (Group Project)*.

Have students work in groups to construct a 3-D time line. Refer to *3-D Chronological Time Line* (Handout #5.3) for a list of the necessary steps for this project. Provide access to library resources, textbooks and websites. Students will need a variety of art materials (i.e., construction paper, paint, scissors and glue) to construct their 3-D time line.
As each group presents their time line, they should explain how their events impacted the history of San Diego.

ASSESSMENT: A 3-D Time Line of San Diego History (Group Project)

Prompt: Working in a group of 5, construct a 3-D time line for either the 19th or 20th century of San Diego history. Divide the dates on the time line into decades. As a group, decide upon at least five events or people to show on your 3-D time line. Use art materials and realia to build three-dimensional models to illustrate the events. As your group presents their time line to the class, explain why the events or people shown are significant to the history of San Diego.
Rubric
Indicator: Knowledge of Historically Accurate Content
Indicator: Knowledge of Chronological Thinking
Indicator: Historical Interpretation and Analysis of Significance
Indicator: Supports the Topic with Accurate Examples

Assessment

The major assessment for this lesson and the unit is the **Time Line of San Diego History** on the *Time Line of San Diego's History*. Refer to Activities 6 (individual project) and 7 (Group Project). Additional assessment for the unit includes:

- Working as a pair or small group, students place the events from the ***Time Line of San Diego's History*** into chronological order and label them according to century (Activity #2).
- use the ***Time Line of San Diego's History*** to place the following events ***Sequencing Events of San Diego's History from 1769 to Today*** (Handout #5.1) in their proper sequence by numbering them from 1 to 10, with #1 being the earliest event and #10 being the most recent event (Activity #3).
- Write a catchy headline for one or more the events on the *Time Line of San Diego's History* (Activity # 4).
- (Optional) Using the formats provided, write a series of news stories about ONE of the events on the *Time Line of San Diego's History* (Activity #5)

Reminder: If not completed at the end of Lesson 4, create the *Living History Museum Unit Project* as described on pages 9 -12 of this guide.

Sequencing Events of San Diego's History

Note: It is recommended that you first use the *Time Line of San Diego's History* to identify the date for each event. Write each date to the **right** of the event. Then, sequence the events.

Place the following events in their proper sequence by numbering them from 1 to 10, with #1 being the earliest event and #10 being the most recent event.

_____   Voters approve downtown Padres ballpark.

_____   San Diego is incorporated.

_____   Father Junipero Serra founds Mission San Diego de Alcala

_____   San Diego's real estate boom ends and the population drops.

_____   Spanish rule ends and Mexico gains its independence.

_____   The Panama-California Exposition opens in Balboa Park.

_____   Alonzo Horton lays out a "New Town" for San Diego.

_____   The Pacific Fleet enters San Diego Harbor; the Navy Era begins.

_____   The San Diego Trolley is dedicated.

_____   Mission Bay Aquatic Park officially opens.

Name:_____ Date:_____

Time Line of San Diego History (Individual Project)
Standard 3.3

Prompt: Construct a time line of San Diego History for either the 19th or 20th century. Divide the dates on the time line into decades. Accurately place at least five key events or people of the historical era on the time line in chronological sequence. Explain why the events or people shown are significant to the history of San Diego.

INDICATORS	ADVANCED	PROFICIENT	BASIC	BELOW BASIC
KNOWLEDGE OF HISTORICALLY ACCURATE CONTENT	Student demonstrates an in-depth understanding of the historical content; all main ideas are supported by facts with no obvious inaccurate facts; contains substantial supportive evidence.	Student demonstrates a clear understanding of the historical content; all main ideas are supported by facts; contains no obvious inaccurate facts; has significant evidence.	Student demonstrates a limited understanding of the historical content; most main ideas are supported by facts, no obvious inaccurate facts; would be improved with more evidence.	Student demonstrates little understanding of the historical content; facts may be inaccurate; lacks supportive evidence.
KNOWLEDGE OF CHRONOLOGICAL THINKING	Student correctly places key events and/or people of the historical era they are studying into a chronological sequence and/or interprets time lines.	Student correctly places key events and/or people of the historical era they are studying into a chronological sequence and/or interprets time lines.	Student correctly places a few key events and/or people of the historical era they are studying into a chronological sequence and/or provides limited interpretation of time lines.	Student fails to correctly place key events and/or people of the historical era they are studying into a chronological sequence and/or provides no interpretation of time lines.
SUPPORTS THE TOPIC WITH ACCURATE EXAMPLES	Student supports the topic with insightful historical and/or geographic examples.	Student supports the topic with several historical and/or geographic accurate examples.	Student supports the topic with limited historical and/or geographic examples.	Student has few or no historical and/or geographic examples.
HISTORICAL INTERPRETATION AND ANALYSIS OF SIGNIFICANCE	Student shows an in-depth understanding of the significance of the topic in history; has a clear conclusion with historical evidence; links the topic to today.	Student shows the significance of the topic in history; concludes with adequate historical evidence; links the topic to today.	Student shows the significance of the topic in history; concludes with some historical evidence; attempts to link the topic to today.	Student makes no statement or suggestion that the topic is significant; uses vague or no evidence; fails to link the topic to today.

3-D Chronological Time Line

TASK: Work in groups to construct a 3-D time line of three to five historic events listed on the **Time Line of San Diego's History.**

1. Select a chairperson to keep track of the step-by-step progress of your group.

2. Review the events recorded on the ***Time Line of San Diego's History***.

3. Select three to five historic events for the team's time line, i.e., 1769, 1822 and 1848.

4. Create a title for your 3-D Time Line, i.e., *Turning Points in San Diego's History*.

5. Determine the time intervals for your time line, i.e., decades from 1760 to 1850.

6. On a large sheet of butcher paper, use a ruler to create a proportional time line, i.e.,

    _____

    1760 1770 1780 1790 1800 1810 1820 1830 1840 1850

7. Construct a label/sign for each event that includes the name of the event with its relevant dates and

    locations.

8. Determine where to place each label on the time line.

9. Research information about each event. (a.) Include 2 to 3 facts per event. (b.) Include the names of

    key people involved with each event. (c.) Write the information for each event on a separate sheet

    of paper to be displayed with your 3-D models. (d) Per specific event, determine what impact it has

    had on the history of San Diego.

10. Use a variety of art materials (i.e., construction paper, paint, scissors and glue) to construct a 3-

    dimensional model to illustrate each event. Be creative.

11. Display your 3-D models on the time line or on a table beneath the time line.

12. As your group presents its time line, be prepared to explain how the events depicted had an impact

    on the history of San Diego.

A 3-D Time Line of San Diego History (Group Project)
Standard 3.3

Prompt: Working in a group of 5, construct a 3-D time line for either the 19th or 20th century of San Diego history. Divide the dates on the time line into decades. As a group, decide upon at least five events or people to show on your 3-D time line. Use art materials and realia to build three-dimensional models to illustrate the events. As your group presents their time line to the class, explain why the events or people shown are significant to the history of San Diego.

INDICATORS	ADVANCED	PROFICIENT	BASIC	BELOW BASIC
KNOWLEDGE OF HISTORICALLY ACCURATE CONTENT	Student demonstrates an in-depth understanding of the historical content; all main ideas are supported by facts with no obvious inaccurate facts; contains substantial supportive evidence.	Student demonstrates a clear understanding of the historical content; all main ideas are supported by facts; contains no obvious inaccurate facts; has significant evidence.	Student demonstrates a limited understanding of the historical content; most main ideas are supported by facts, no obvious inaccurate facts; would be improved with more evidence.	Student demonstrates little understanding of the historical content; facts may be inaccurate; lacks supportive evidence.
KNOWLEDGE OF CHRONOLOGICAL THINKING	Student correctly places key events and/or people of the historical era they are studying into a chronological sequence and/or interprets time lines.	Student correctly places key events and/or people of the historical era they are studying into a chronological sequence and/or interprets time lines.	Student correctly places a few key events and/or people of the historical era they are studying into a chronological sequence and/or provides limited interpretation of time lines.	Student fails to correctly place key events and/or people of the historical era they are studying into a chronological sequence and/or provides no interpretation of time lines.
SUPPORTS THE TOPIC WITH ACCURATE EXAMPLES	Student supports the topic with insightful historical and/or geographic examples.	Student supports the topic with several historical and/or geographic accurate examples.	Student supports the topic with limited historical and/or geographic examples.	Student has few or no historical and/or geographic examples.
HISTORICAL INTERPRETATION AND ANALYSIS OF SIGNIFICANCE	Student shows an in-depth understanding of the significance of the topic in history; has a clear conclusion with historical evidence; links the topic to today.	Student shows the significance of the topic in history; concludes with adequate historical evidence; links the topic to today.	Student shows the significance of the topic in history; concludes with some historical evidence; attempts to link the topic to today.	Student makes no statement or suggestion that the topic is significant; uses vague or no evidence; fails to link the topic to today.