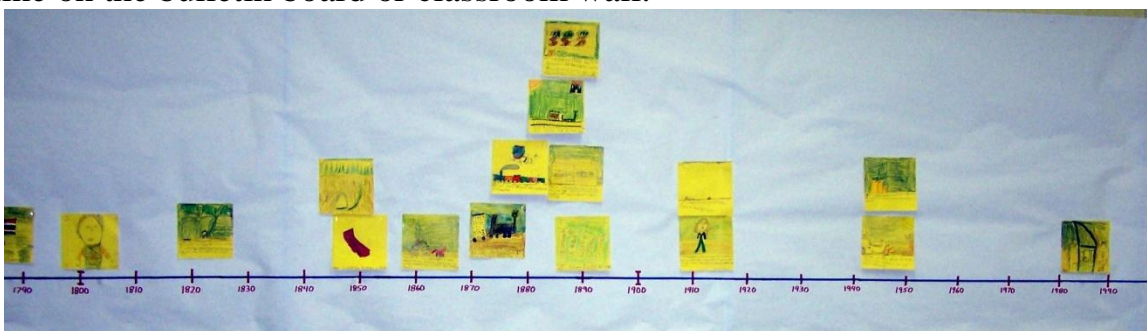


## Directions for Creating a Time Line of San Diego's History

In preparation for this unit, construct a *Time Line of San Diego's History*. Draw the time line on a large sheet of butcher paper that is approximately 4 yards long.

Make short vertical lines on the time line about 6" apart. Label the lines beginning with 1760. **Label each successive date in ten year intervals** (1770, 1780, 1790, 1800, 1810, 1820...) ending with the year 2010. (Note: If space allows, begin the time line with 1540 to include Juan Rodriquez Cabrillo and Sebastian Vizcaino. There will be a long period of time on the time line that will be empty to represent the 150 years California was forsaken by outsiders between the initial exploration and the early settlements.)

Give the time line a title, such as *Time Line of San Diego's History*. Mount the class time line on the bulletin board or classroom wall.



As an alternative to the butcher paper, use 6 sheets of 12" by 18" construction paper, one for each century from the dates 1500 to 2000. Divide each century into decades.

At the top of the time line, label each century.

16 <sup>th</sup> century	17 <sup>th</sup> century	18 <sup>th</sup> century	19 <sup>th</sup> century	20 <sup>th</sup> century	21 <sup>st</sup> century
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**Family Migration to San Diego:** During **Lesson 1**, students will interview a family member to identify the date when their family first moved to San Diego. Once the interview is complete, the student will write the date on a card and add it to the class time line.

**San Diego's Population:** As students work with the Population Chart in **Lesson 1**, have different students make a card with the population for each census year beginning in 1850. Add the cards to the time line.

**Event Cards: Preparation for Bio-Sketch Event Cards – Lessons 2 through 4**

Using 12" x 18" sheets of construction paper, cut sixty sets of 6" x 6" squares. If space is an issue, cut the paper into 2" X 6" sheets.

To accompany the reading of each student's Bio-Sketch during Lessons 2 through 4, provide him/her with one of the 6" x 6" or 2" x 6" pieces of construction paper (an Event Card). Have the student make an Event Card with the name of the bio-sketch, the date, a brief description of the event, and a small illustration. **As completed, post each Event Card on the *Time Line of San Diego's History*.** Encourage students to make the event cards colorful to enhance the appeal of the time line. Throughout this unit, continue to add event cards to the time line.

**Alternative Suggestion:** Some teachers have each student in the class use 3" x 5" or 4" x 6" cards to make all of the Event Cards as one student makes the Event Card for the classroom time line. Punch a hole in the upper left-hand corner of each card and use an O-ring to keep the cards together.

In addition to local historical events, you may add other events to the time line. For example, cards can be made for events listed on the master copy of the time line (refer to pages 5 through 8 of this guide). If desired, also add some of the following events: the Declaration of Independence (1776), California Becomes the 31st State (1850), and the date your school opened.

Refer to **Lesson 5** for time line activities to be completed at the end of the unit.

