

Overlapping Timelines—A Strategy to Explore Politics and Geography in the New World

Purpose: Focusing on the early 1800's, explore how the quickly changing political geography of the U.S. gulf coast and other simultaneous world events impacted expansion and transformation of the U.S. (possible topics of interest: wars, countries vying for the same land in the New World, territories become states, slavery, immigration, injustices toward and forced resettling of Native Americans west of the Mississippi).

Instructions:

1. Divide students into 5 groups to research the SAME hundred year time period, 1750 – 1850, each researching a different geographic area. Suggested geographic areas:
 - a. New Orleans
 - b. Louisiana
 - c. Florida (and Two Floridas region)
 - d. United States
 - e. Europe
2. Decide on a timeline format, using timeline templates (see Student Resources) OR have students use butcher block or large paper to create their own.
 - a. IMPORTANT! Each group should BOLDLY mark the years—1750, 1800, 1850—at the same intervals on their timelines to make comparisons more effective after completion.
3. Each group will create a timeline for their assigned geographic area, noting the top 8-10 historical events.
 - a. Research resources: library sources, textbooks, encyclopedias, online resources
 - i. <http://info.flheritage.com/comprehensive-plan/chap7.cfm>
 - ii. <http://dos.myflorida.com/florida-facts/florida-history/seminole-history/the-seminole-wars/>
 - iii. http://richcampanella.com/assets/pdf/article_Campanella_New%20Orleans%20Timeline%20of%20Economic%20History_NOBA.pdf
 - iv. <https://www.neworleans.com/things-to-do/history/history-of-new-orleans-by-period/>
 - v. <http://www.knowlouisiana.org/entry/french-colonial-louisiana/>
 - vi. <http://www.knowlouisiana.org/entry/antebellum-louisiana/>
 - vii. <https://www.worldatlas.com/webimage/countrys/namerica/usstates/latimeln.htm>
 - viii. <http://www.fsmitha.com/time/ce19-1.htm>
 - ix. <http://americasbesthistory.com/abhtimeline1820.html>

4. Sharing Timeline ideas (choose what fits your classroom best):
 - a. If using one of the template timelines, have EACH STUDENT write the information as they research. Then jigsaw the groups so a student from each geographic area is represented to share their timeline. Have them compare and contrast their timelines.
 - b. Use the same timeline template, marking years at the same intervals, and print as transparencies. Finished timelines can be projected and overlapped to capture what is happening politically at the same time, just different areas.
 - c. Hang the varying geographic timelines side by side to notice similarities and differences and connections between events.
 - d. Reflections question: What are TRIGGER events that occurred during this time period? (Define a trigger event as the primary reason for a fall out of events/actions, similar to hitting a domino and the other dominos fall that are close enough to be hit.) Some possibilities:
 - i. Spain ceded Florida to the U.S. in 1821, which triggered the U.S. to urge Native Americans living there to relocate to present-day Oklahoma.
 - ii. 1763 Treaty of Paris; Spain took control of New Orleans. This triggered a large Spanish influence on the city's architecture, especially with rebuilding efforts after the Great Fires of 1788.
 - e. Analyze the "progress" of the New World by having students assume (write or perform) first-person accounts from the following vantage points:
 - i. Female missionary
 - ii. Male missionary
 - iii. Seminole Indian
 - iv. Freed slave in New Orleans
 - v. European Immigrant looking for land opportunities