

Legal Timelines Scavenger Hunt

Overview

This Legal Timelines Scavenger Hunt can be used to help acquaint students with the Legal Timeline that they are studying and provide them an opportunity to reflect on what they see. Through the Scavenger Hunt, students will look through the Legal Timeline they are studying to find examples of key events and consider the significance of and relationship between these events.

Using the Scavenger Hunt

This scavenger hunt can be used to introduce students to any of the LegalTimelines.org timelines. Provide students with the attached worksheet alongside the Legal Timeline they are studying. Students may complete the assignment individually or in small groups as part of class work or a homework assignment.

You may also adapt the worksheet to offer prompts that are more specific to certain themes you wish students to consider. For example:

- If you wish students to think specifically about how suffrage has expanded or contracted over time while examining the Suffrage Timeline, you may consider having students look for three events on the Suffrage Timeline that they think expanded or contracted voting rights and why those events were significant.
- If you wish to have students think about when power has shifted towards the federal government or state governments, you may change the prompt to ask students to find three events on the Federalism Timeline that gave the federal government more power and/or three events that gave state governments more power, and explain why those events were significant.
- If you wish students to focus on one particular amendment within the Safeguards of Justice Timeline, you may change the prompt to ask them to find three timeline events related to the selected amendment that they find most significant.

Scavenger Hunt Worksheet

Instructions: Using the events on the Legal Timeline, answer the below questions.

1. What are the start and end dates of the timeline?

Start Date:

End Date:

2. What is the first event on the timeline? Why do you think it may be significant?

3. What are three additional events on the timeline that you find significant? Why do you feel they are important?

Event 1:

Event 2:

Event 3:

4. What is similar between the three events you chose? What is different?

5. Imagine you are explaining the timeline to a student who has never seen it before. Write a three-sentence summary of what they can expect to find when they look at the timeline.