

Timeline Lesson Plan

Concept to Teach

Many students are turned off to history because it isn't interesting to them. One way to connect with history is to have students discover different approaches to presenting history. Using Capstone Interactive Library titles to study people and events in history, students create a classroom timeline.

Grades: 4 to 7

Time: One class period

Objectives

- The student will gather meaning from formats by reading, viewing and listening for information.
- Using a variety of information resources, the student will find information about important dates in history.
- The students will create a classroom timeline listing important dates in chronological order and demonstrate teamwork by working productively with others.

Materials

- *Timeline* worksheet
- *Timeline Event* worksheet
- Interactive books suitable for history exploration. Suggested titles include:

Attack on Pearl Harbor	Boston Tea Party	Creation of US Constitution
George Washington	Harriet Tubman	Helen Keller
Jackie Robinson	Lewis and Clark Expedition	Salem Witch Trials
Sinking of the Titanic		
- Title website: www.MyCapstoneLibrary.com.
- Interactive title for demonstration: *George Washington*.
- A multimedia computer to display and listen to the interactive title.
- Markers
- (Optional) An interactive whiteboard or projector to display interactive titles with.

Procedure

Preparation

- 1) Make a copy of the *timeline* worksheet for each student.
- 2) Make a copy of the *timeline event* sheet for each student.
- 3) Find a few different types of timelines to show the students. The more diverse they are, the better it will help your students to complete their project or create an example of a timeline of an event in history.
- 4) Mark off time intervals on the classroom walls.

Setup

- 5) Show the students the list of history titles in Capstone Interactive Library.
- 6) Assign students to interactive book from history exploration list.
- 7) Next, arranged the students in groups according to the interactive book they are reviewing.
- 8) Review vocabulary listed below with the students.



Direct Instruction

- 9) Demonstrate Capstone Interactive Library by opening the *George Washington* title, and showing how the dates are shown.
- 10) In *George Washington*, open to page one, and press pause.
- 11) Based on the information on the screen, fill in one of the *Timeline Event* pages with the students.
- 12) Tell students how timelines are good to visualize the major events in a given period in history such as a war or the events in someone's life.
- 13) Tell them that they will map important events in history with a timeline. Point out the time intervals throughout the classroom.
- 14) Distribute the *Timeline* worksheet.
- 15) Each student will work at the computer to read the Capstone Interactive book and take notes (using the *Timeline* worksheet) on four important events discussed in the book.
- 16) The students will convene in their groups to decide two events to include on the class timeline. They will complete the *Timeline Event* worksheet.

Vocabulary

Review these terms with the students.

- **Chronology**: the sequential order in which past events occur.
- **Sequence**: the following of one thing after another

Closure

Students will fill in two events in the *Timeline Event* worksheet and place them on the class timeline.

Assessment

Have students discuss and explain their group's choice of event to include on the class timeline.

Adaptations

Working in learning groups is an adaptation that will help the student become familiar with the research process.

Extended Learning Activities

1. Create posters of the person or event in history and display near the date on the timeline.
2. Have students create a timeline of a person's entire lifetime and present to the class.



Name _____

Date _____

Timeline Worksheet

As you read and listen to the Capstone Interactive Book, provide the important dates and details in a person's life or an event in history in the boxes below.

Event	Date of Event	Description	Notes
1.			
2.			
3.			
4.			



An Event in History

(Name of Event)

When did this take place? _____

Where did it happen? _____

Why is this event important in history? _____

Place this on the classroom timeline.

An Event in History

(Name of Event)

When did this take place? _____

Where did it happen? _____

Why is this event important in history? _____

Place this on the classroom timeline.

