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**Lesson Title:** Timelines

**Suggested Grade Level:** 9

**Estimated Lesson time:** 50 minutes (Extend the lesson time to 150 minutes over 3 days)

**Student Prior Knowledge:** Students will know the basic history of colonial America. Students will know how to use computer programs such as PowerPoint and video editing software. Students will have had experience using online programs to create class projects.

**Standards:** SS.912.A.1.3 Utilize timelines to identify the time sequence of historical data.

**Goals:** Students will construct timelines in order to identify important historical events in sequential order. Constructing a timeline for an important historical figure’s life will allow students to practice putting events in sequential order, but will also allow them to gain deeper knowledge about the person and why he or she is considered significant in American history.

Students will use [www.dipity.com](http://www.dipity.com) to construct timelines about historical events. Students will work in groups. Dipity is a digital timeline tool available online. Students will be able to integrate video, audio, images, text, links, social media, location and timestamps into their timeline.

**Objectives:** After researching a historical figure’s life, students will construct a timeline, in pairs or individually, for at least 8 significant events in that person’s life and identify the reason that each event is important.

After researching, students will construct a timeline in groups of four (4). Students will have one classperiod to research and the other two days will be dedicated to creating the digital timeline.

**Resources:**

* Laptops and books for student research
* Poster boards and markers
* List of historical figures (See last page)
* Grading rubric
* Computers

**Procedures:**

1. **Introduction:** Have students choose a person of significance from colonial America (from a provided list) and do research about his or her life. I will inform students that they will be required to create a timeline of that person’s life. I will explain the requirements for the project and their options and hand out a rubric so students will have a reference while they work on their timeline. <10 minutes>

2. **Lecture:** I will give students an example of a timeline I created for a person from a different time period so that I do not take any student’s choice. My timeline will allow students to see the depth of knowledge that I will require for their timeline and they will have a chance to ask any questions.

I will show students an example of a digital timeline that I have created.

We will discuss possible choices for people of significance. I will give students time to research in class, but they will also have to prepare outside of class. <10 minutes>

3. **Activity**: Students will create a timeline for the life of their chosen person of significance. The timeline must include at least 8 events, but they may include up to 12 for extra credit (1/2 pt for each extra event). Students will be able to create their timelines in various forms: they may create an interactive PowerPoint, use poster boards or paper, create a video, or come up with another form of visual representation (approved by the teacher). Students will include a description of each event and why it is significant to the person’s life in at least 1 paragraph*.*

Students will be encouraged to create a rough draft of a timeline on paper outlining the events they want cover. Students will then put these events on the digital timeline and search for appropriate media to integrate into the timeline.

Circulate the room and answer questions while students work. <30 minutes>

**Assessment:** Grade students’ timelines using the rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **(1)** | **(2)** | **(3)** | **(4)** |
| **Significant Events** | Timeline only has 4 significant events | Timeline has at least 5 significant events | Timeline has 6-7 significant events | Timeline has 8 significant events |
| **Visual Representation** | Some kind of timeline created, but it is very disorganized and difficult to read. Some of the events might be out of order  Timeline shows only basic facts without any connection to digital media. | Timeline created, but it is disorganized and difficult to read. Only 1-2 events might be out of order.  Timeline has only one (1) digital media integrated. | Timeline is created using one of the pre-approved options. It is relatively organized and fairly easy to read. Almost all of the events are in order.  Timeline successfully integrates only one (1) type of digital media throughout the whole timeline. | Timeline created using one of the pre-approved options. Information is organized, writing is easy to read, and all events are in sequential order.  More than one (1) type of digital media is integrated into the timeline. |
| **Description and Reasoning** | Timeline is missing either the description of the event or the reason for its significance. | Timeline has both components, but they are too brief and reasoning is not logical or satisfactory. | Timeline has both components and reasoning is logical, but components are a bit brief. | Timeline has both components. Reasoning is logical and descriptive. |

**List of historical figures**

- Anne Hutchinson

- Pocahontas

- John Smith

- John Winthrop

- William Penn

- Squanto

- James Oglethorpe

- William Bradford

- Jonathan Edwards

- George Whitefield

- George Washington

- Benjamin Franklin

- John Adams

- Abigail Adams

- Thomas Jefferson

- James Monroe

- Alexander Hamilton

- Samuel Adams

- Patrick Henry

- Thomas Paine