



Cross Curricular Activity: Create Your Own Timeline

Type of Teacher Tool: Individual/Differentiation

Targeted Grade Level(s): Lesson can be modified for grades 3-5, 6-8, or 9-12

Targeted Curriculum Areas: History combined with any other curriculum area of choice

Learning Objectives:

The learner will:

1. Create a video timeline of 5 to 10 events in a topic area of his/her own choice.
2. Research historic information in a topic area of his/her choice and determine information most important to include in the timeline.
3. Select and/or create images and/or videos to include in the timeline that he/she believes provide best accompaniment to each event in the timeline.

Featured National Standards:

1. National Center for History in the Schools
HT.1.E: Interpret data presented in time lines and create time lines.

Additional State and National Standards related to the content of our videos listed below for this lesson are also provided on the Educate.Today page where you find the video.

Resources/Materials Needed:

1. The following Educate.Today videos are examples of timelines for students to use as models for the timeline they will create:
 - Chronology 1: When Did that Happen? Fast
 - Chronology 2: When Did That Happen? Fossils
 - Chronology 3: When Did That Happen? Flying
 - Chronology 4: When Did That Happen? Life as a Dog
 - Chronology 5: When Did That Happen? Living Green
 - Chronology 6: When Did That Happen? Eyes
 - Chronology 7: When Did That Happen? Archaeology
 - Chronology 8: When Did That Happen? Time
 - Economics 4: When Did That Happen? Economics
 - Maps 8: When Did That Happen? Maps
 - Sample Video 52: Chronology 7: When Did That Happen? Archaeology

Teacher Instructions:

1. Provide students the opportunity to create a video timeline on any topic of their choice or on a topic you are currently studying in class.
2. Have students view the videos listed above for examples of different ways to create video timelines.
3. Inform students their finished timeline should fall within a 2 to 3 minute time frame.
4. Have students select their topic and research as needed to determine 5 to 10 events to include in their timeline.
5. Students should write a script for their timeline choosing the most appropriate and pertinent information they believe should be included for each event.
6. Students should select and/or draw images and/or create videos or animation to visually represent each of their chosen events.
7. Students should complete their timeline using video, PowerPoint, animation, or similar visual medium of their choice including edited narration, transitions, and other elements as needed.

Extension Activity Options:

1. Have students consider submitting their timeline for publication on our Educate.Today website. If a student is interested, have them contact us via the Typeform questionnaire available [here](#).

Assessment/Evaluation Options:

1. In terms of content, the timeline could be assessed on any or all of the following:
 - a. Accuracy of information presented
 - b. Importance of information presented in relationship to the topic chosen
 - c. Placement of events in proper chronological sequence
2. In terms of aesthetics, the timeline could be assessed on any or all of the following:
 - a. Appropriateness and clarity of images chosen to depict an event
 - b. Clarity and interest generated by the script
 - c. Interest generated by the narrative style
 - d. Clarity provided and interest generated for a viewer as he/she watches the video timeline