

WORLD WIDE WEB HISTORICAL TIMELINE

Performance Standard (16A/16BW/16DW).D

Using a T-chart, students will list six world political and six world social events and make a timeline of the events accordingly:

- *Knowledge*: identify events on a chart and timeline;
- *Reasoning*: describe why the events are important; and
- *Communication*: make a chart and timeline that are well-organized and well-detailed; express all ideas in a way that provides evidence of knowledge and reasoning processes.

Procedures

1. ***In order to apply the skills of historical analysis and interpretation (16A), understand the development of significant political events (16B), and understand Illinois, United States, and world social history (16D),*** students should experience sufficient learning opportunities to develop the following:
 - Locate a website for the study of history on the World Wide Web,
 - Place a series of political events in their proper location on a timeline of World History, and
 - Place a series of social events in their proper location on a timeline of World History.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Define and discuss what political events are and lists a few examples (i.e., 51 BCE –Cleopatra rules Egypt, 1215 CE – Magna Carta, 1787 CE -U.S. Constitution, 1939-1945CE – WWII). Teacher and students define and discuss what social events are and list a few examples (i.e., 776 BCE – first Olympics, 1455 CE – first printed book, 1876 CE – telephone invented, 1969 CE – first man landed on the moon). Place the sample events and dates on a two-column chart. Also place the sample events and dates on a timeline. Students need background knowledge on using internet sites to locate information.
4. Have students explore a web-site (sites).
5. Distribute a two-column chart to list the events and dates located on the history site.
6. Have students locate five political events that have had an impact on world history and list them on the chart.
7. Have students locate five social events that have had an impact on world history and list them on the chart.
8. Have the students make a timeline and place the events and dates chronologically on the timeline and write a short description about the importance of the event.
9. Evaluate each student’s work using the Social Science Rubric as follows and add the scores to determine the performance level:
 - *Knowledge*: the identification of items on the chart and events in chronological order on the timeline are complete and accurate.
 - *Reasoning*: the description of the event that explains the importance is well-reasoned and logical.
 - *Communication*: the chart and the timeline are well-organized and well-detailed; the knowledge and reasoning were completely and effectively communicated.

Examples of Student Work not available

Time Requirements

- Three forty– minute periods
- Time to review usage of an internet site

Resources

- Computers with access to the internet
- List of a few internet sites to try
 - www.library.com
 - www.ancienthistory.miningco.com
 - www.mrdowling.com
- Other library resources
- Chart paper or board space
- Two-column chart worksheet
- Copy of a blank timeline for students to fill in
- Paper and pen or pencil
- Social Science Rubric

Political History Events

Social History Events

