

Timeline: Our Lives

WebQuest Description: Students will learn to order events in a sequence and they will learn about the past, the present, and the future!

Grade Level: K-2

Curriculum: Social Studies

Keywords: Timeline, Sequence, Events, Past, Present, Future

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Introduction

You will be taking a journey to the past, the present, and the future all in one moment! Strap on your seatbelts and get ready to take on the mission of your life!

Tasks

In order to complete this mission... First take a look at the life of someone whose life was a constant one! Click on this link or watch above: <https://www.youtube.com/watch?v=ThZj9TEMwgE> After, it's time your brain took a journey down memory lane. Do you remember what your 4th birthday party was like? Do you remember your first day in Kindergarten? Can you remember the day you got your first A on a test? Today you will look at the important events that have taken place in your life - starting from the day you were born and all the events in between, to now, and beyond. Today, you will create a presentation of your life - the past, the present, and what you wish the future will be like for you. Do you wish to be an explorer? A dentist? A teacher? It's up to you!

Process

Step One: Gather your information. You will need baby pictures, pictures of you growing up, drawings, samples of past work, and lots of remembering! Step Two: Once you have gathered your primary sources, you must choose a method in which you will create a timeline of your life. Your timeline must begin from the day you are born. The middle of your timeline is the life you've lived since you were born to now. This could include a picture or video of the day you scored your first goal or pictures from a memorable fishing trip you took with your grandpa. The end of your timeline should be how you see your future. This could include any aspirations or wishes. For example, if you wish to be a movie star or a doctor, you could include a picture or drawing of yourself dressed as such. *You can choose a variety of methods in which to make a timeline. You can choose a good old fashioned Powerpoint presentation or spice it up using an animation tool. I will link some below. *Step Three: After choosing a method in which you'd like to convey your timeline, make sure to begin placing the events on your timeline in chronological order - as in the order the events occurred - from first to last. Make sure to place pictures, videos, drawings, or samples of your work in the sequence the events occurred. Step Four: After placing your pictures, videos, drawings, or samples of your work in a sequence, make sure to go back and include annotations or captions under each of the events on your timeline. This could include dates, the names of people included in the event, or a description of the event on the timeline. Step Five: After completing your project, you will share and present to the rest of the class so we can join you on your journey to the past, present, and the future.

Evaluation

After your timeline is completed and youâ€™ve presented to the class, it is time to be evaluated. This will be an individual evaluation. Your timeline will be evaluated on whether or not your events are in chronological order, on your captions and annotations, on your creativity, and finally you will also be graded on your presentation. Everything is outlined in the rubric below.

Category and Score	Category	Excellent	Good	Poor	Score
*	Sequence of Events	Studentâ€™s timeline is in the correct sequence of events, is complete, has a large quantity of information (25 points)	Studentâ€™s timeline has errors in the sequence of events, is complete, but has minimal information (15 points)	Studentâ€™s timeline has an incorrect sequence of events or is incomplete (5 points)	an ____/25

Category and Score	Category	Excellent	Good	Poor	Score
*	Captions/ Annotations	Student's timeline is very informative with captions and dates under every event on their timeline (25 points)	Student's timeline included captions and some dates under their events (15 points)	Student included minimal captions or did not include dates under each event on timeline (5 points)	_____/25
*	Creativity	The design of the timeline was unique and contained unique details (25 points)	The design of the timeline was interesting and detailed (15 points)	The design of the timeline lacks interest or details (5 points)	_____/25
*	Presentation	The student spoke very clearly, loud enough, was very well organized, and presentation was long enough (25 points)	The student's presentation was spoke clearly and was well organized, but was not long enough (15 points)	The student's presentation was very short, spoke unclearly, and was poorly organized (5 points)	_____/25
				Total Score	_____/100

Conclusion

We've finished! You can unbuckle your seatbelts and let out a deep breath. That was quite a journey, huh? In this lesson we've visited our past, we're in the present, and have even taken a peek at what life could be for us in a few years. We've even took a look at Christopher Columbus's timeline, too. ¡»¿

Teacher Page

This lesson will teach students about sequence of events, placing events in chronological order, and about the past, present, and future. They will also learn about the life of Christopher Columbus and the events that took place in his life while participating in this Webquest.

Standards

The Florida Standard chosen is SS.1.A.3.2. The strand is American History and the standard is Chronological Thinking " which calls for creating a timeline based on the student's life or school events, using primary sources. The objectives for this lesson: Understand sequence of events Understand chronological order Understand past, present, and future Understand the important events of the life of Christopher Columbus and the importance of him in American History

Credits

*All images found under public domain**Video courtesy of Happy Learning English on Youtube (Link)*

Other

Goodluck!

Reviews

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