

# History Department: Personal Timeline

## Week 4: April 13 - 17

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Mrs. Jardin, Mr. Pilla, Mr. Burlinson

We worked hard to ensure that the Learning Plan provides accessibility for all learners. We hope that you see that there are options to engage learners at all levels. *These activities are not intended to replace the normal school day.* **There is now an expectation for students to turn these documents in to your specific educators.** We want you to take time to enjoy family, be safe, stay healthy and find time within this week to engage in learning opportunities. Feel free to create a schedule that works for you and your family. We strongly encourage each student to participate in approximately two hours a day. We want your brain working and challenging yourself, while staying safe and having fun.

### Purpose:

- The activities and resources included here are meant to keep you connected to class and school. We would like you to research, practice chronological ordering, and evaluating events.

### Overview:

- Create a timeline of **10 entries for Grade 11** of important worldwide events that have occurred during your lifetime, in addition to any personal events that you wish to include.
- **Focus on quality over quantity.**
- Events can include major social, economic, political, technological, environmental , etc. events.

### Tasks:

- Create a timeline in a format of your choice (list, Google Slides, on paper, Prezi, video, audio recording, or any other traditional or non traditional format).
- For each yearly entry, briefly describe each event and identify the impact on one of the following categories: social, environmental, political, economic, military, technological.
- At the end, write or record a response to the following prompt: During your lifetime, evaluate which three events had the greatest impact on the world? Write a claim, provide evidence, and explain your reasoning (remember using the word because, helps).

### Teacher Models:

- [Mr. Gesualdo's Model](#)
- [Mr. Hevey's Model](#)
- [Mrs. Jardin's Model](#)
- [Mr. Pilla's Model](#)

### Challenges: (just options)

- Create a front-page newspaper headline for your favorite event.
- Create a photographic or visual representation for your favorite event.

#### Success Checklist

- A timeline that includes ALL applicable years.
- A thoughtful, complete description of the event.
- A thoughtful, complete explanation of how the event impacted TEMPERS, the world, or your life.
- A one paragraph response that includes a claim, evidence, and reasoning.

#### Resources to Help (Cheat Codes):

- A simple Google search with the year and “world news” or “world events” or “important events” should guide you in the right direction.
- Consider how we have been evaluating sources this school year: How reliable is the source? How might the source be potentially biased? What can the source tell you about accuracy?
- Timeline chart below
- [Major events by year](#)
- [Free Timeline Creator](#)

#### Additional Learning Opportunities:

- Build your vocabulary and help others. Every answer you get correct, [FreeRice](#) will donate 10 grains of rice to the needy. Simply click on the link and get started. (Just so you know: These do start off easy but get harder.)
- Can fictional characters blend into real life? It seems so! It’s called “experiential crossing” and [here’s a link from the UK Guardian that explains it.](#)
- As always, please engage in some independent reading.

