



# Project-Based Timeline Lesson

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Social Studies  
Grades K-2



## Introduction

This is a fun and interactive project lesson that help students understand sequencing past events and that things, including people, change over time. Students will bring materials to school and work on the project in class.

## Learning Objectives

([2. Time, Continuity, and Change](#); [8. Science, Technology, and Society](#)) Develop historical awareness by sequencing past, present, and future in chronological order and understanding that things change over time.

## Materials Needed

- Teacher timeline and picture timeline to complete together
- Pictures and poster board or very large sheet of paper for students

## Procedure

**NOTE** – This lesson will take quite a bit of preplanning. There will need to be a note sent home to parents in advance so they can send in pictures of their children of keepsakes from special events. Also, the teacher will need to make a timeline of his/her own life to share with students. This can be saved and used every year when introducing timelines.

**Warm-up** – Watch this brief (approx. 3 minutes) introduction to timelines [found here](#).

1. The warm-up video gives a great deal of information about timelines and serves as a great jumping off point to share your timeline with the class. Have a timeline of special and important events from your own life. Be sure to include pictures, drawings, and keepsakes when appropriate. Suggestions for events to be included: birth, learning to walk, starting school, learning to read, losing first tooth, travel, graduation, college, marriage, etc.
2. Discuss chronological order and the concept of how things change over time as you go over your timeline.
3. Have students help you complete a simple timeline together. You will need pictures labeled with the year. You could do important inventions over the last 100 years or you could use pictures of important events in American history or in the life of a famous American that you've previously studied. Have a piece of paper with a line drawn on it projected for the whole class to see. Introduce each picture first and then decide together where they should go on the timeline. For example, if you were using the life of Martin Luther King Jr. you would have pictures of the important events of his life labeled with the year. (These can be easily found online. Google: cut and paste MLK Jr. timeline). Complete the timeline together.

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4. Project time – students should have already brought in the requirements for making their own timeline. Students and parents would have been given the following criteria for their timeline in advance.
  - Students will need:
    - poster board
    - at least 5 photographs of the student (in different stages)
    - at least 3 small drawings of important events
    - timeline must begin with the child's birthdate
    - timeline must end with the most current information
    - every birthday must be included
    - at least 5 school related events must be documented
    - at least 5 other events (besides birthdays and school-related events) must be documented (this could include things like, trips and travel, lost tooth, learning to walk, learning to read, sibling being born, sports or other extracurricular activities)
5. Students will then be given time to work on their timelines. This will take an extended amount of time. You may want to block off an entire morning or afternoon for this. Otherwise, it may need to be spread out over two or three days. Students will need guidance as they work.
6. Remind students of the requirements. Conference with students individually to make sure they are meeting all the requirements.
7. When the timelines are complete, perhaps on another day, students will be given the opportunity to share their timelines and talk about the important events they have included.

## Evaluation

The students' timelines will be evaluated using [this rubric](#).