

Personal Timeline Assignment

➤ Academic Expectations

- I can assess the significance of people, places, events, and developments in my life.
- I can arrange events on my timeline using proper spacing and expressions of time.
- I can use primary and secondary sources to add details to my choice of significance of events.
- I can follow instructions on how to use the Timeline Interactive website to organize and create my personal timeline.

➤ Assignment Criteria

1. *Choice of Events*

- You should use events that have had a dramatic impact on your life. Events that are well remembered because of what you saw or how you felt. These events can be ones that have changed your attitudes, perspective on life, direction of the future, or relationships with others.

2. *Rough draft* (handout)

- *Date of event* (Ex. July 2012, July 5th, 2012, Summer 2012)
- *Description* – describe the event and its significance to you in 3-5 sentences.
- *Sources* – Use at least 3 primary sources and at least 1 secondary source

3. *Events (12 events in total)*

- 2 events before birth (B.B.)
- Your birthday
- 6 significant events after birth (A.B.)
- 3 future events (your result, volunteer, and social goals)

4. *Timeline Interactive (Website)*

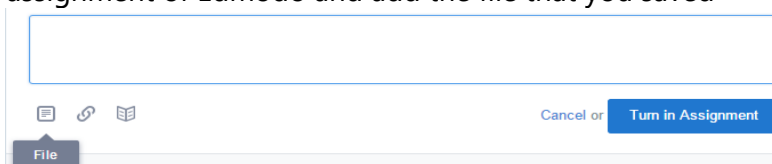
- *Label* – a tagline to catch the interest of the reader
 - *Short Description* – the date
 - *Long Description* – 3-4 sentences about the event and its significance to you (space is limited, so choose your words wisely).
 - *Spacing* – events must be spaced out evenly
- ***Proper grammar, punctuation, and spelling are required! No social media slang!***

http://www.readwritethink.org/files/resources/interactives/timeline_2/

- Or Google “read write think timeline” (it should be the first link)

5. *Final Copy*

- Follow the following steps to hand it in:
 - a) On the *Timeline Interactive* website, click “Finish” on the bottom right corner
 - b) Then click “Save Final” to save a PDF copy on your computer or USB
 - c) Go to the assignment of Edmodo and add the file that you saved



- d) After attaching your file, “Turn in Assignment”

Name: _____

Personal Timeline Rough Draft

Event	Date of Event	Description and Significance
1.	(B.B.)	
2.	(B.B.)	
3. My Birthday		
4.	(A.B.)	
5.	(A.B.)	
6.	(A.B.)	
7.	(A.B.)	
8.	(A.B.)	
9.	(A.B.)	
10.	(A.B.)	
11.	(A.B.)	
12.	(A.B.)	
Primary Sources (at least 3)		
Secondary Sources (at least 1)		

Timeline Marking Criteria

4 – Exceeding Expectations

- Student has described the events with detail and explained its significance with understanding of its importance; proper grammar, punctuation, and spelling are used.
- Student followed instructions for the Timeline Interactive website and arranged the events in chronological order with proper spacing in between events.
- Student used primary and secondary sources to add details to their events.
- Student worked independently during class time.

3 – Meeting Expectations

- Student has described the event with detail and explained its significance with understanding of its importance; proper grammar, punctuation, and spelling are used with *minor errors*.
- Student followed *most, if not all*, instructions for the Timeline Interactive website and arranged the events in chronological order with proper spacing in between events; *minor errors* may have been made.
- Student used primary and secondary sources to add details to their events.
- Student worked independently during class for *most of the time*.

2 – Approaching Expectations

- Student has described the event and explained its significance with *guidance* from the teacher; *several* errors in grammar, punctuation, and spelling.
- Student *did not follow all* of the instructions for the Timeline Interactive website, therefore he/she made errors in the arrangement of events in chronological order and the proper spacing in between events.
- Student used *some* primary and secondary sources to add details to their events, but did not meet the requirements.
- Student required help from the teacher most of the class time.

1 – Not Yet Meeting Expectations

- Student has *difficulty* describing the event with detail and explaining its significance; required a lot of guidance from the teacher; *many* errors in grammar, punctuation, and spelling.
- Student *did not follow all* of the instructions for the Timeline Interactive website, therefore he/she made *many* errors in the arrangement of events in chronological order and the proper spacing in between events; student may have done it incorrectly altogether.
- Student *did not use* primary and secondary sources to add details to their events.
- Student could not work independently to complete assignment.