

1 BEHOLD! THE TIMELINE!



While many of the ideas we present in *The Illinois Chronicles Educator's Guide* correspond to specific articles or events in *The Illinois Chronicles*, this activity provides general suggestions on introducing and using the timeline in the classroom. There are many points of entry into this engaging feature and we hope you discover some of your own along the way!

K-2

STANDARDS

ELA STANDARDS

- K-2 Reading 1-3: Key ideas and details
- K-2 Reading 7: Using illustrations to describe key ideas
- K-2 Writing 2: Writing informational text
- K-2 Writing 4-9: Produce and share information
- K-2 Speaking and Listening 1: Collaborative conversations
- K-2 Speaking and Listening 4-6: Presentation of knowledge and ideas

SOCIAL SCIENCE STANDARDS

- SS.IS.3.K-2: Gather information from one or two sources with guidance and support from adults and/or peers.
- SS.H.1.1: Create a chronological sequence of multiple events.
- SS.H.2.1: Describe individuals and groups who have shaped a significant historical change.
- SS.H.2.2: Compare individuals and groups who have shaped a significant historical change.

ACTIVITIES

- Choose six articles from *The Illinois Chronicles* (or events from the timeline) and read these articles aloud—perhaps at specified intervals, such as every Friday or every other day. After each article is read aloud, each student should create an illustration of the event (with a descriptive sentence or two, where able). After all six articles have been read, engage in a class discussion and ask the students to arrange their illustrations and descriptions of the six events in order, forming their own mini timelines. Students can share their timeline with a partner or in small groups before sharing with the whole class, practicing using ordinal terms.
- Shared Inquiry Extension: After completing their timeline, have the students choose their favorite event(s) to explore. Small groups of students can learn

more about a particular event using books or digital resources in a shared research project. The event or subject can be described or summarized in a drawing, written report, or other presentation form.

3–5

STANDARDS

ELA STANDARDS

- 3–5 Reading 1–3: Key ideas and details
- 3–5 Reading 7: Using illustrations to describe key ideas
- 3–5 Writing 2: Writing informational text
- 3–5 Writing 4–9: Produce and share information
- 3–5 Speaking and Listening 1: Collaborative conversations
- 3–5 Speaking and Listening 4–6: Presentation of knowledge and ideas

SOCIAL SCIENCE STANDARDS

- SS.H.1.3: Create and use a chronological sequence of events.
- SS.H.2.3: Describe how significant people, events, and developments have shaped their own community and region.
- SS.H.3.4: Explain probable causes and effects of events and developments in Illinois history.
- SS.H.1.5: Create and use a chronological sequence of related events to compare developments that happened at the same time.

ACTIVITIES

- **My Timeline:** Create an intergenerational timeline using events from three different generations (grandparent/senior, parent/adult, and events from your own life). Include three important or significant events that happened during each person's lifetime and plot on a timeline. *(Be sure to emphasize that if the student does not have access to information about other generations, they can interview neighbors, friends, or consider community resources like nursing homes, in order to allow all students the ability to interview adults and seniors.)* Find and add at least one event on the Illinois timeline that connects or adds value to your intergenerational timeline. Explore your trajectory and your role in history by predicting three significant or important events that will be a part of your future, and can be added to your timeline.
- **Predict:** What will Illinois look like in 2218, 200 years from now, in regard to the various categories color-coded on *The Illinois Chronicles* timeline (science, culture, sport, etc.)? What event(s) might you plot on a timeline marking notable changes within one or more of those categories? Write and/or draw about your prediction(s) and share with your classmates. Sort the class predictions into the appropriate color-coded categories. Additional connections can be made to the "My Timeline" activity above, by adding their predictions to their intergenerational timeline.

- Time Capsule: After exploring some key Illinois history events and figures, gather artifacts, objects, and symbols representing Illinois and place them in a time capsule. Imagine this time capsule will be opened in 200 years and you want future Illinois residents to know our history. Be sure to “make the case” for each object as space will be limited.

6–12

STANDARDS

ELA STANDARDS

- 6–12 RH and RI 1–3: Key ideas and details
- 6–12 RH and RI 7–9: Integration of knowledge and ideas
- 6–12 W and WHST 1 and 2: Writing argument and informative text
- 6–12 W and WHST 7–9: Research to build and present knowledge

SOCIAL SCIENCE STANDARDS

- SS.H.1.6–8.LC: Classify series of historical events and developments as examples of change and/or continuity.
- SS.H.1.6–8.MdC: Analyze connections among events and developments in broader historical contexts.
- SS.H.2.6–8.MC: Analyze how people’s perspectives influenced what information is available in the historical sources they created.
- SS.H.3.6–8.MdC: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
- SS.H.4.6–8.MC: Organize applicable evidence into a coherent argument about the past.
- SS.H.1.9–12: Evaluate how historical developments were shaped by time and place as well as broader historical contexts.
- SS.H.2.9–12: Analyze change and continuity within and across historical eras.
- SS.H.8.9–12: Analyze key historical events and contributions of individuals through a variety of perspectives, including those of historically underrepresented groups.

ACTIVITIES

- What’s Left Out?: Explore the timeline, research State history, and identify a major event in Illinois history that is not included in *The Illinois Chronicles* timeline. Make a case for WHY it should be included (or excluded), especially in the context of the events which are currently represented.
- Identify which events from *The Illinois Chronicles* timeline had ripple effects throughout the nation and/or the world. Find corresponding news articles from various perspectives (local, national, global) to make connections and note disparities between the way the event is presented in this account and in the articles found.