



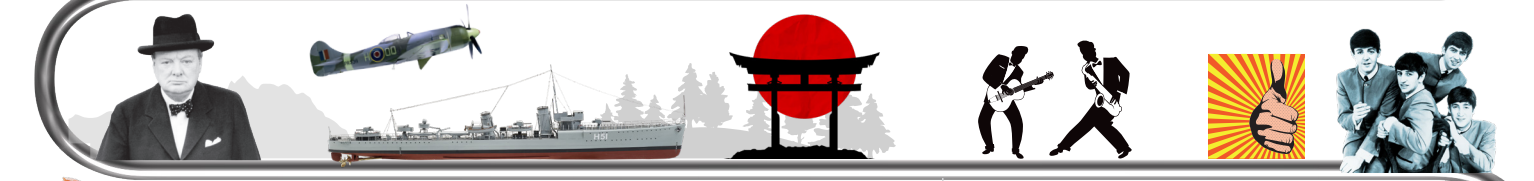
SMITHSONIAN



TIMELINES



OF EVERYTHING



Teacher's Guide

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Reading Is Fundamental RIF.org





TIMELINES OF EVERYTHING



TEACHER'S GUIDE

Note to Educators

As the title suggests, this collaboration between DK and the Smithsonian Institution brings students a fascinating introduction to over 13 million years of world history through a collection of nearly 150 *Timelines of Everything*. From the Big Bang to the Digital Age, students will learn the history of STEM fields and developments, politics and war, literature and humanities, and popular culture by following engaging timelines organized by era and topic.

The timelines are organized into six sections: Prehistory (Before 3000 BCE), The Ancient World (3000 BCE–500 CE), The Medieval World (500–1450), The Age of Exploration (1450–1750), The Age of Revolution (1750–1914), and The Modern World (After 1914). Each section includes an introductory timeline that provides an overview of that section. This is followed by around one to three dozen timelines on various topics, each presented on one page or on a two-page spread. Most are laid out horizontally, but some have a vertical layout, requiring readers to turn the book. Occasionally, a single event is given more attention in a two-page spread. The timelines are followed by a glossary and an index.

The topic of each timeline informs the way it is illustrated. (For example, key moments in “The story of the wheel” are organized in a semicircle around a bicycle wheel on pages 28–29.) Each timeline includes a title that presents the topic, a short paragraph that summarizes that topic’s significance, the timeline itself, and sidebars that provide definitions, pertinent quotations, and further exploration of key subtopics. While the timelines are organized into broad eras, many reach beyond the scope of those eras. (For example, on pages 26–27, “Towns and cities” begins in 9000 BCE and ends in 2008 CE.)

Each timeline is presented in such a way that it will appeal to both willing and reluctant readers; students can choose to skim the illustrations and headings or to delve more deeply into a topic by reading all the details provided. Students and educators can choose to use only one timeline to enhance a related unit, to study an entire section, or to use the text as a guide to an entire semester’s or year’s course of study. *Timelines of Everything* is recommended for students in grades 3–7, but would also be of interest to older and younger students.

Lesson Plan

For additional resources go to RIF’s Literacy Central (www.rif.org/DK). There you’ll find word lists, puzzles, games, and other resources.

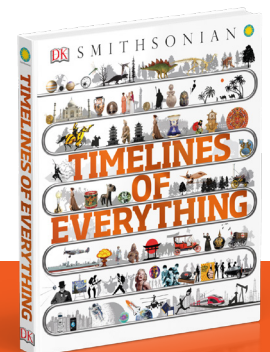
Discussion Questions

Pre-Reading Questions

What is a timeline? What are some strategies for reading timelines? Why might this book be called *Timelines of Everything*? What do the abbreviations BCE, CE, and c. stand for? What do those terms mean?

Reading

Make the book available for students to read in the classroom. Once all students have had time to examine the book, discuss the post-reading questions on the next page and give students the opportunity to look at the book again to answer them.





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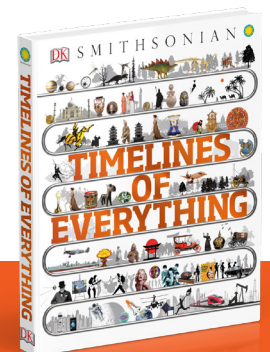


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Discussion Questions

Post-Reading Questions

- 1** The Table of Contents serves as an overarching timeline for the book, dividing time into six different eras. Using evidence from the book, discuss why the title of each era makes sense. (CCSS.ELA-LITERACY.RI.3.1, CCSS.ELA-LITERACY.RI.4.1, CCSS.ELA-LITERACY.RI.5.1, CCSS.ELA-LITERACY.RH.6-8.1)
- 2** Choose a historical concept or series of events that is new to you. Explain this concept or series of events and discuss its significance, using vocabulary words and quotes from the book. (CCSS.ELA-LITERACY.RI.3.1, CCSS.ELA-LITERACY.RI.3.3, CCSS.ELA-LITERACY.RI.3.4, CCSS.ELA-LITERACY.RI.4.1, CCSS.ELA-LITERACY.RI.4.3, CCSS.ELA-LITERACY.RI.4.4, CCSS.ELA-LITERACY.RI.5.1, CCSS.ELA-LITERACY.RI.5.3, CCSS.ELA-LITERACY.RI.5.4, CCSS.ELA-LITERACY.RH.6-8.1, CCSS.ELA-LITERACY.RH.6-8.3, CCSS.ELA-LITERACY.RH.6-8.4)
- 3** Study the main timeline for each of the eras in the book. Determine the main point the authors make about each era, and discuss the supporting details they provide. (CCSS.ELA-LITERACY.RI.3.2, CCSS.ELA-LITERACY.RI.4.2, CCSS.ELA-LITERACY.RI.5.2, CCSS.ELA-LITERACY.RH.6-8.2)
- 4** Choose one of the timelines from the book. Summarize the information in paragraph form, showing the relationship between a series of events. Use language that demonstrates understanding of the measurement of time, the order of events, and cause and effect. (CCSS.ELA-LITERACY.RI.3.3, CCSS.ELA-LITERACY.RI.4.2, CCSS.ELA-LITERACY.RI.4.3, CCSS.ELA-LITERACY.RI.5.2, CCSS.ELA-LITERACY.RI.5.3, CCSS.ELA-LITERACY.RH.6-8.2, CCSS.ELA-LITERACY.RH.6-8.3)
- 5** When you look at each timeline, where do your eyes go first for information? Discuss how the design of the book, including different fonts and text sizes, sidebars, headings, use of color, and images, affects how you read the book and what information you identify as important. (CCSS.ELA-LITERACY.RI.3.5, CCSS.ELA-LITERACY.RI.3.7, CCSS.ELA-LITERACY.RI.4.7, CCSS.ELA-LITERACY.RH.6-8.7)
- 6** Look at the Index on pages 314–319. Choose a topic and locate its main entry and any other entries that reference your topic. (CCSS.ELA-LITERACY.RI.3.5)
- 7** Choose two or more timelines from one of the eras in this book. Compare and contrast the overall structure of the timelines, considering both visual and textual elements. Discuss why the authors and illustrators might have made these choices. (CCSS.ELA-LITERACY.RI.4.5, CCSS.ELA-LITERACY.RI.5.5, CCSS.ELA-LITERACY.RH.6-8.5)
- 8** Can this book truly be described as a “History of Everything”? Why or why not? Can you think of anything the authors might have left out? (CCSS.ELA-LITERACY.RI.3.6, CCSS.ELA-LITERACY.RH.6-8.6)
- 9** The timelines in this book contain detailed descriptions of each development in a given historical process, along with clear images related to that development. How do the text and illustrations work together to help you understand these historical developments? (CCSS.ELA-LITERACY.RI.3.7, CCSS.ELA-LITERACY.RI.4.7, CCSS.ELA-LITERACY.RH.6-8.7)





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Cross-Curricular Activities (Review and Assessment)

1. Writing Activity: A Year in the Life

Choose one year in history and collect at least five events that occurred during that year from several timelines in the book. Write a paragraph or a short essay that connects and explains the relationships between the individuals, events, ideas, and/or concepts you chose. Organize your ideas clearly, include important details, and use an appropriate tone and relevant vocabulary to explain the topic. Provide a clear and logical concluding sentence.

(CCSS.ELA-LITERACY.W.3.2, CCSS.ELA-LITERACY.W.4.2, CCSS.ELA-LITERACY.W.5.2, CCSS.ELA-LITERACY.WHST.6-8.2)

2. Data-Gathering Activity: Timeline Tally

As a class, in small groups, or as individuals, look through the Table of Contents and determine how many timelines fall into each of the categories below. Make a tally mark on the chart for each timeline. (Some timelines may fall into multiple categories, so simply choose one category for those. Each timeline should fit into one of the categories below.) After you've collected your tally marks, make a graph that shows your results.

Social Studies	
STEM	
Fine Arts	
English	

(CCSS.MATH.CONTENT.3.MD.B.3)

3. Research Activity: Time to Compare and Contrast

Choose one timeline from the book. Visit the library or use classroom digital resources to identify and read another text on the same topic. Use a Venn diagram or another organizing tool to compare and contrast the information presented in each text. Write or talk about your findings, answering the following questions: What information is included in both texts? Why do you think certain information is included in one text but not the other? What is the main point of each text? Are the main points of each text the same or different? How do you know? (This project may be completed as individuals, in groups, or as a class.)

(CCSS.ELA-LITERACY.RI.3.9, CCSS.ELA-LITERACY.RI.4.9, CCSS.ELA-LITERACY.RI.5.9, CCSS.ELA-LITERACY.RI.6.9, CCSS.ELA-LITERACY.RI.7.9)

4. Multimedia Presentation: Make Your Own Timeline

Have students choose a topic from the index or from their own interests and use the book to build their own timeline for that topic. Students should make a slideshow presentation on their topic that includes at least five slides, and they should draw inspiration from the book in their use of illustrations, headings, and text. Have students present their slideshows to the class in a 3–5 minute oral presentation. (This project may be completed as individuals or in groups.)

(CCSS.ELA-LITERACY.SL.3.4, CCSS.ELA-LITERACY.SL.4.4, CCSS.ELA-LITERACY.SL.4.5, CCSS.ELA-LITERACY.SL.5.4, CCSS.ELA-LITERACY.SL.5.5, CCSS.ELA-LITERACY.SL.6.4, CCSS.ELA-LITERACY.SL.6.5, CCSS.ELA-LITERACY.SL.7.4, CCSS.ELA-LITERACY.SL.7.5)

5. Problem-Solving Scenario: Time to Change

Brainstorm about various problems in daily life that could be solved by using a timeline. (Being late for school, for example.) Have each student choose one problem and create a timeline that could help solve that problem. (A timeline to help students be on time might include events such as Wake Up, Eat Breakfast, Leave Home, and Arrive at School.) Anything that can be scheduled can be made into a timeline. After they complete their timelines, have students journal about how the timeline solves a problem.

(CCSS.ELA-LITERACY.SL.3.4, CCSS.ELA-LITERACY.SL.4.4, CCSS.ELA-LITERACY.SL.4.5, CCSS.ELA-LITERACY.SL.5.4, CCSS.ELA-LITERACY.SL.5.5, CCSS.ELA-LITERACY.SL.6.4, CCSS.ELA-LITERACY.SL.6.5, CCSS.ELA-LITERACY.SL.7.4, CCSS.ELA-LITERACY.SL.7.5)

