

# Using the Web-based Version of the Timeline

by Diana Satin

**Note:** Preparation instructions for this lesson are included on the WE LEARN Web site at: [www.litwomen.org/tca/compprep.html](http://www.litwomen.org/tca/compprep.html). These will be especially useful for teachers new to using computer-assisted lessons.

## Preteaching:

Introduce the concept of a timeline: Put a line on the board, and ask students for important events in their lives, including the dates. Add them to the timeline, showing how the dates go in order along the line from left to right. Tell students that you'll now discuss important events for women in history. Write 'Important Events for Women in History' and ask what students know about this. Give some examples, such as voting rights, equal pay, access to education, etc. Add students' answers to the timeline on the board. Discuss these questions: How did they define an important event for women? Were students able to think of many examples?

## The Activity:

- 1 Tell students they will now look at a timeline on the Internet, and read about women's historical events, which may include some the class discussed. Have students sit at the computers - sitting in pairs or groups of three encourages mutual assistance with technology and language skills, and discussion. Have students look over the whole timeline. Ask if they recognize any of the events and what they know about them. Then ask: What do you think needed to happen for the event to take place (changes in attitude, legal changes, etc.)? Which ones are most important to you, and why?
- 2 Choose a link for one event to show students how to use two or three reading strategies: prereading (previewing the title, looking at images and captions, asking questions about the topic you want answered in the reading), during-reading (taking notes, summarizing each paragraph or section, reading for the answers to questions), and post-reading (writing a summary or explaining it to someone else).
- 3 When they are ready, ask each pair or small group to choose one event to investigate. Tell students they will read a Web site to learn about the event, and then they will report back to the group to explain the event or discuss the answers to the questions they had.

### Investigation / discussion questions:

- What was the event?
- Why did you choose this event to investigate?
- When did it happen?
- What was the historical context for the event?
- Why did it happen?
- Were there important changes in society after it happened?
- What is happening now in relation to that event?

---

*Diana Satin has worked with adult immigrants for over ten years as a classroom teacher, staff development coordinator, curriculum developer, and published author.*