

Text Timeline

When students find it difficult to keep track of all the events in a given text, the visual representation of key events often helps them process and comprehend it better. Exhibit 4.6 outlines the steps for creating a text timeline.

Exhibit 4.6 Text Timeline Lesson Plan

After-Reading Activity	
Objective	To sequence, interpret, and develop comprehension of key events in the classic being studied
Materials	Copies of the classic novel or play, long sheet of butcher paper, index cards, tape, crayons, markers, and colored pencils
Time	30–50 minutes
Procedure	
Step 1	Place the students into groups of three to five students.
Step 2	Ask the students to discuss and identify the key events in the classic being studied.
Step 3	Have the students list each event on a separate index card. As the students work on this activity in small groups, the teacher can post the butcher paper on a classroom wall. The teacher should draw a blank timeline on the butcher paper that resembles that of the classic being studied.
Step 4	Once the students have identified and written the key plot events on their index cards, focus their attention on the butcher-block timeline. Have the students organize their event index cards and use tape to place them on the timeline.
Step 5	Once the students place the event index cards on the timeline, remove any duplicates. Assign each group to illustrate one event from the timeline. (Katie likes to have all the students draw on the timeline together, but if it gets too crowded, the groups can do separate illustrations and tape or glue them to the timeline.)

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Exhibit 4.6 (Continued)

Step 6	Once the students have completed the timeline and the illustration, ask them the following question (in discussion or as a journal prompt): What did they learn about the text from this activity?
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IRA/NCTE Standards	<p>3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).</p> <p>11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.</p>
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