

# History of the World 3500 BC – 500 AD Timeline Project

Due Date: \_\_\_\_\_

## World of History Time Map Links

[Timeline World Map 3500 BC](#)

[Timeline World Map 2500 BC](#)

[Timeline World Map 1500 BC](#)

[Timeline World Map 1000 BC](#)

[Timeline World Map 500 BC](#)

[Timeline World Map 200 BC](#)

[Timeline World Map 30 BC](#)

[Timeline World Map 200 AD](#)

[Timeline World Map 500 AD](#)



## Emerging Civilizations in:

1. North America
2. South America
3. Europe
4. Africa
5. Middle East
6. South Asia
7. East Asia
8. Southeast Asia
9. Oceania

Construct timelines of the historical era being studied (e.g., presidents/world leaders, key events, people).

Use organizational strategies (e.g., outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to plan writing.

## Directions

1. Record group names below. Decide who will do which job.
2. Go to School Wires and click on Team Website. Go to Geography Links. Click on History of the World and select the timeline you were assigned.
3. On page 2 is the timeline template that you will complete with facts from each civilization. Use this template as a guide to complete the larger timeline on butcher paper.
4. You will only have one laptop to use; therefore work cooperatively in your group.
5. Grading rubric is on page 3.

## Job Descriptions:

- 1 - Facts/Images Researcher
- 1 - Facts Recorder
- 2- Create Timeline on Butcher Paper

## Group Names

## Job

- | Group Names | Job   |
|-------------|-------|
| 1. _____    | _____ |
| 2. _____    | _____ |
| 3. _____    | _____ |
| 4. _____    | _____ |

**Timeline Date:** \_\_\_\_\_

**Directions:** Fill in your groups' timeline date above and on page 1 click on your world map link. Hover mouse over red link on each emerging civilization and record facts in the boxes below. You will use these facts to construct your group timeline chart on butcher paper.

North America

South America

Europe

Africa

Middle East

South Asia

East Asia

Southeast Asia

Oceania

## Rubric

	<b>4 Outstanding</b>	<b>3 Meets Expectations</b>	<b>2 Almost There</b>	<b>1 Needs Work</b>
<b>Quality of Content</b>	Included events are important and interesting. No major details are excluded.	Most of the included events are important or interesting. One or two major events may be missing	Some events included are trivial, and major events are missing.	Many major events are excluded, and too many trivial events are included.
<b>Quality of Facts</b>	The timeline contains 18- 20 events related to the time period.	The timeline contains at least 17 – 18 events related to the topic being studied.	The timeline contains at least 14 – 16 events related to the topic being studied.	The timeline contains fewer than 13 events.
<b>Accuracy of Content</b>	Facts are accurate for all events reported in the timeline.	Facts are accurate for almost all events reported on the timeline.	Facts are accurate for most of the events reported on the timeline (75%)	Facts are often inaccurate for events reported on the timeline.
<b>Sentence Fluency</b>	Events are clearly described using accurate and vivid language.	Events are described well, but language is sometimes vague or inaccurate.	Events are not described well and language is often vague or inaccurate.	Events are described using vague language or inaccurate information.
<b>Conventions</b>	Punctuation, spelling, and capitalization were checked and are correct throughout.	Punctuation, spelling, and capitalization are mostly correct .	Punctuation, spelling, and capitalization are mostly correct but were not checked.	There are many punctuation, spelling, and capitalization errors.
<b>Colors</b>	The use of colors is consistent and shows a logical pattern. It helps organize the material.	The use of colors is consistent and shows a logical pattern for the most part. It helps organize the material somewhat.	The use of colors is consistent but is not used effectively to organize the material.	The use of colors is not consistent or detracts from the organization.
<b>Effort</b>	Worked on the task until completed. Pushed to continue working on task even when difficulties arose and viewed difficulties as opportunities to strengthen understanding.	Worked on the task until completed. Pushed to continue working on the task even when difficulties arose.	Placed some effort into the task, but stopped when difficulties arose.	Placed very little effort into the task.
<b>Visual Presentation</b>	Visually striking; use of graphics effectively communicates historical information.	Clear and uncluttered; use of graphics support historical information.	Legible; use of graphics is limited.	Illegible and messy; use of graphics is minimal to non-existent.

Score: \_\_\_\_\_