



*Honoring the Spirit of America*

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## **“Martin Luther King Jr. Timeline”**

Grades 3-8

**Objective:** The student will research important events in the life of Martin Luther King Jr. The student will put these events in chronological order on a timeline.

### **Materials:**

- Research materials
  - Access to Internet, library, or several teacher-selected books to be used in the classroom.
- Index cards
- Pencils
- Colored pencils
- Long piece of butcher paper with a horizontal black line down the length of the paper for use as a timeline

### **Procedure:**

1. Guide students into a research time. Each student should have several note cards. Instruct students to research the life of Martin Luther King Jr. and record all important events they encounter on a note card. Each note card should contain the date, a short summary of the event, reference as to where the fact was gathered, and the student’s name. Encourage students to gather events from all aspects of MLK Jr.’s life, since the events will be compiled into one class timeline.
2. Once students have had the opportunity to research several events, review all events together as a class. Starting with the year MLK Jr. was born, have each student share his or her cards in sequential order. Collect the cards in order as they are shared. If there are duplicate cards for the same event, choose the one that best summarizes the event.
3. After all events are shared and discussed, pass back out the cards (without duplicates) to the students. Express that each student may or may not get back the cards they wrote.
4. Lay the butcher paper blank timeline on the floor. Have students place their event on the timeline where they think it would go (without glue).
5. Have students finalize the timeline in groups. While one small group is working on the timeline, have the rest of the class illustrate the event that he/she placed on

- the timeline on another index card. The small group working on the timeline should verify that events are in order, begin to glue events down, and add year ticks to the timeline. Rotate small groups out, so that each student has a chance to work with a group to finalize the timeline.
6. Once illustrations are completed, have students glue his/her colored illustrated card next to/near the corresponding event on the timeline.

**Assessment:**

A teacher-created scavenger-hunt quiz where the students can use the class timeline to find the answers.

**Resources:**

Timeline idea adapted from Education World