**Creating Digital Timelines**

**Library Workshop, 75 minute**

**Learning Outcomes for creating digital timelines:**

Students will:

* Demonstrate an understanding of the scholarly discourse and/or cultural, historical context for a topic.
* Use basic digital skills required for developing digital projects including use of URL links, embed code, alternative text for media.
* Select appropriate materials for timelines including images, articles, and other resources available through library databases, library archives, and open web resources.

1. **Why Create a Timeline? (15 minutes)**

**Introduce digital timelines as storytelling tools**

Digital timelines enable us to tell stories visually by connecting non-linear moments: events, reactions, and experiences. These moments can be public or personal, threatening or hopeful. Timelines can be about countries, people, art, Literature, and many other things.

Provide Example: Anne Frank Timeline: <https://www.annefrank.org/en/anne-frank/the-timeline/>. Covers 34 moments in which Anne Frank grew up and when she wrote her diary during WWII.

How does a timeline allow you to tell a story about:

* + Causes?
    - *Allows us to bridge the gap between historical events, cultural and artistic materials such as Literature or Art, popular materials such as news, and people involved.*
  + Evolution?
    - *Helps us illustrate how reactions to major events evolve and change over time depending on how society reacts.*
  + Consequences?
    - *Helps us illustrate how people’s actions and events have real impact on diverse groups of people, including those like women and people of color whose voices are historically underrepresented.*

Next, discuss what types of entries are included and what’s in them:

* Who is the audience of this timeline?

*Anyone interested in learning more about WWII and her diary.*

* What types of entries are included?

*Major events (wars, trials, invasions); legislation adopted; intellectual events (conferences); personal events for Anne Frank (birth, hiding); publication of Literature or other documents.*

* What information is included in each entry?

*Date, image, description of the image, title, text description, attribution.*

* Choose one entry from the timeline you think is significant. Why do you think the author included this entry? Does it help you understand causes, evolution, or consequences of Anne Frank’s Diary?

Literature [or history, art, etc.] rarely occurs in a vacuum; rather, information cycles through society. *Opportunity to share the information cycle (event/publication, popular response).*

**Students Practice**

Students complete Worksheet Part I.

1. **Timeline Tool Demonstration (15 minutes)**

**Demonstration**

For this assignment, you’ll be working in teams or individually to design a timeline that tells a story about a topic. I’m going to provide a brief demonstration of how to use the Timeline Tool (e.g., TimelineJS).

*Provide a short (no more than 10 minute) demonstration of how to use the tool before getting into deeper concepts. Being transparent about how the tool is used up-front helps reduce anxiety and ambiguity about the technology. Walk through the steps clearly and slowly.*

**Students Practice**

In groups or individually, create a timeline. Paste the link to your timeline in your worksheet.

Students complete Worksheet Part II.

1. **Finding Resources (45 mins)**

**Demonstration**

How to use resources to find various types of sources for timeline entries as applicable for your assignment and course, including:

* Quotes from Primary Texts (Literature): Library Catalog, databases (LitFinder), and open web sources (Project Gutenberg, Internet Archive).
* Archives: Library archives available; database archives as appropriate for class (e.g., Women’s Studies Archive, LGTQ Archive, EEBO); and public libraries (NYPL)
* Art & Photos: ArtStor Library Database
* Web Images: Free open images
* Historical Newpapers: London Times Digital Archive, 19th ct U.S. Newspapers, Historical LA Times, etc.
* Citation (how to cite sources found online through databases, archives, and free websites)

Ideas: Texts published (image: thumbnail, quote); Author born (photo from Artstor or Britannica Online); historical events (newspaper coverage quote or thumbnail image; news image free online); etc.

**Students Practice**

Provide students with at least 15 minutes to find 1-2 sources they could use for a timeline entry and cite it properly.

Students complete Worksheet Part III