

“Time” Activities

From the Mundane to the Sophisticated

1. Clocks—if possible, purchase several inexpensive blank face clocks. Draw or tape Chinese, Arabic, and even Mayan or Babylonian numeric systems over place where Latin numbers would normally be. For each clock choose a different city/ time zone (ie. Xian, Baghdad, etc.). It is amazing how quickly students begin to think about time zones and learn where other locales are.
2. Textbook table of contents—Have students review the periodization of their textbook, and perhaps other samples for comparison. Ask questions like:
 - What is the periodization used in your textbook (list the periods with their names and dates)?
 - Is the periodization determined by specific end dates or is it overlapping?
3. Sequencing practice on tests—Have students take five events (linked by a common topic, theme, or event) and place them in chronological order. The ability to sequence (not necessarily date) related events is important for both context and understanding cause and effect.

For example, I used this on a test for early world history.

Foundations Chronology

Sequence the following events:

Interaction

- ___ Settlement of the !Kung people
- ___ Blackmailing by Avars of the Romans
- ___ First Chinese silk marketed in Mediterranean
- ___ Migrations over Bering Land bridge
- ___ Alexander the Great’s conquest of India

Cultural and Intellectual Developments

- ___ Birth of Siddhartha Guatama (Buddha)
- ___ Spread of Islam
- ___ Spread of Buddhism from India to China
- ___ Christianity – official religion of Roman empire.
- ___ Beginnings of Hinduism

4. See also attached lessons on:
 - Personal Timeline—introductory activity
 - Periodization Thesis Activity- writing a thesis
 - Periodization Debates-end of the year activity
 - Human Timelines- review activity throughout the year
 - Teaching Change over time essays-on-going skill development
 - Future Timelines-because teaching about the future is part of history
 - End of the year Review – themes and chronology

Personal Timeline

Using the space below, record at least FIFTEEN significant events in your life in the left hand column. The first event should be your birthdate and the last your first day of school this year at Lakeside Upper School. Think about special events: a bar mitzvah, big transitions: moving or family changes; siblings; a special gift; a trip; first job etc. In the right hand column, include at least FIVE GLOBALLY SIGNIFICANT events that happened in the world at large in your lifetime—for example 9-11. Once you have added all of your dates, then periodize your life thus far into three periods. Give each time period a name.

EVENTS IN MY LIFE	GLOBAL CONTEXT

THESIS WORK

PERIODIZATION CLASS ACTIVITY

Bad Thesis: Thinking about periodization is important.

Rewrite so thesis says WHY as well as introduces organization of paper.

Outline for Imaginary Essay

- I. Periodization helps to organize time into manageable chunks.
 1. Foundations
 2. 1000 –1450
 3. 20th century

- II. Debates over turning points arise when one considers what time demarcations to use.
 1. Importance of agricultural and industrial revolutions?
 2. Importance of 1492?
 3. Importance of WWI or end of WWII?

- III. Examining the names of periods reveals hidden assumptions.
 1. Axial Age
 2. Age of Exploration (for who??)
 3. Industrialization and Western Global Hegemony 1750 - 1914
 4. Latin America: Revolution and reaction in the 20th century

Human Timelines

Choose a list of events that students are familiar with for the unit or as a year end review. Cut those events on to slips of paper and let them put themselves physically in order in a long line in the room from earliest to latest. They will need to talk to each other about what came first.

Here is a sample from the introductory lesson on the Atlantic Revolutions (remove dates and numbers before giving it them).

1. American Declaration of Independence (1776)
2. British Recognition of American Independence (1783)
3. U.S. Constitutional Convention (1787)
4. Tupac Amaru revolt in Peru (1780's)
5. Outbreak of French Revolution (1789)
6. Haitian Revolution (1791-1804)
7. French Terror, execution of Louis XVI (1793-1804)
8. Napoleon's Rise to Power (1799)
9. High point in Napoleon's empire (1810-1811)
10. Hidalgo-Morelos rebellion in Mexico (1810-1813)
11. Wars of Spanish American independence (1810-1825)
12. Final Defeat of Napoleon (1815)
13. Independence of Brazil from Portugal (1822)
14. Communist revolution in Russia (1917)
15. Communist Revolution in China (1948)
16. End of Communism in Romania (1989)
17. Overthrow of Ben Ali in Tunisia (2010)
18. Overthrown of Mubarak in Egypt (2011)

Here is one from the end of the year review (you are on your own for answers ☺!)

KEY EVENTS IN WORLD HISTORY

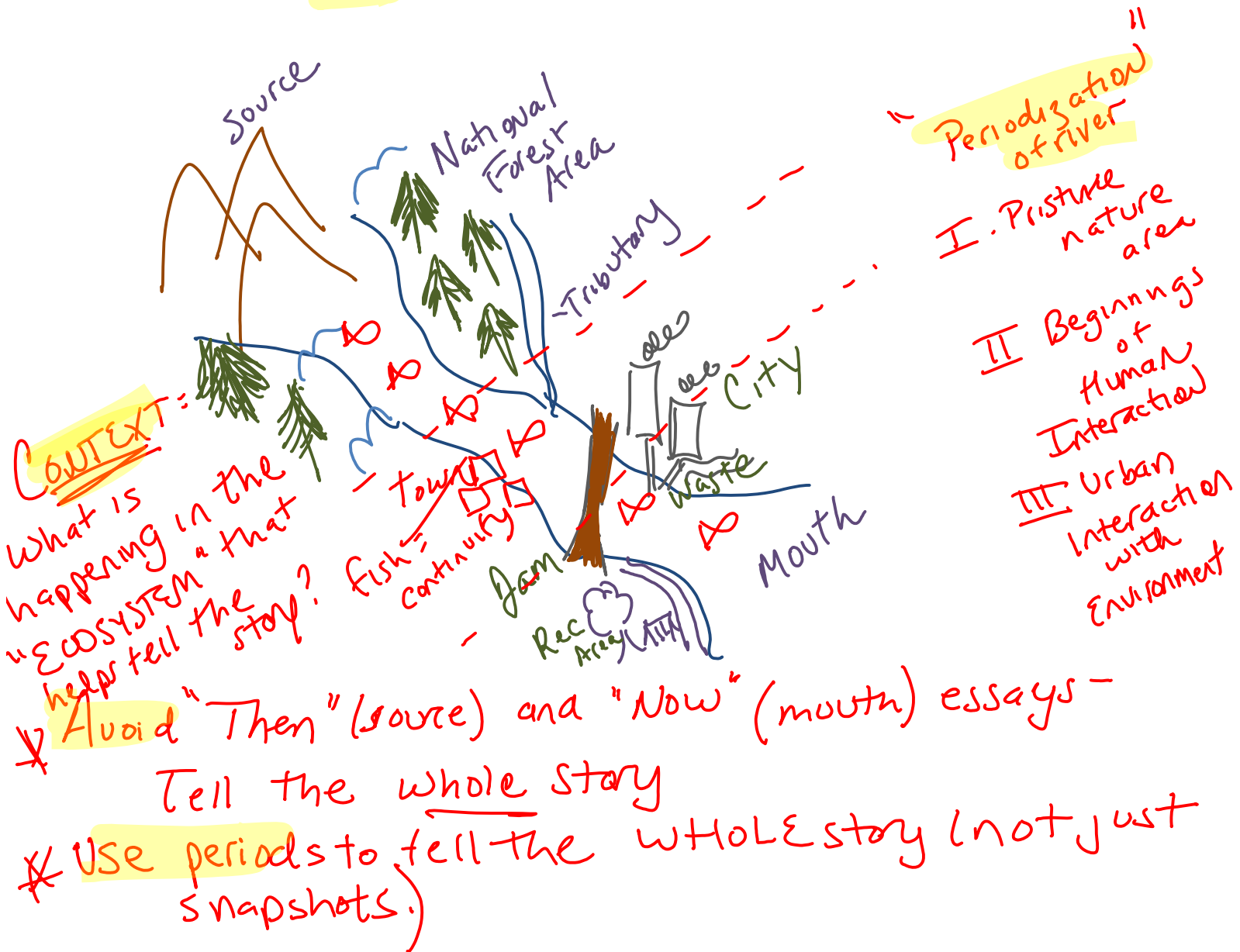
Migrations over Bering Land Bridge
Height of Mayan empire
Beginning of farming in Middle East
Birth of Buddha
Muhammad begins preaching
Kilwa a major trading city
Vikings in North America
Mongol rule in China
Iron in Africa
Invention of gunpowder in China
Roman republic
Marco Polo's trip to China
Ibn Battuta's trip across North Africa
Zheng He's voyage to Mecca
Cortez' encounter with the Aztecs
Hudson Bay company sets up shop in Canada
Peter the Great rules Russia
Sugar plantations in Caribbean
End of slavery in Brazil
Mughal empire at its height
Ottoman empire collapses
Captain Cook encounters Australia
French revolution
Commodore Perry arrives in Japan
Magna Carta signed in England
Dropping of Atomic Bombs
End of apartheid in South Africa
League of Nations formed
Invention of steam engine
Cotton first grown

Teaching Change Over Time Essays

The readings, as well as the Change Analysis Charts attached, have good advice on how you might teach students to write a narrative essay. I use two other strategies as well.

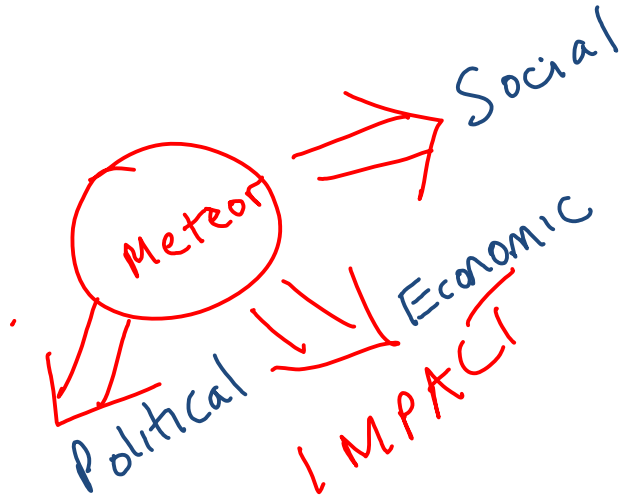
River Metaphor

When a question asks students to consider the process of change and continuity from one time period to another, they might think of a river. The source of the river would be the beginning time period, the mouth of the river, the end point. Along the way there are lots of opportunities for **changes**, natural and human-made. There are also **continuities** along the way. In order to write about these, they need to talk about the river context as well.



Meteor Metaphor

When a question asks students to think about the IMPACT of a change, they might choose to organize their essay into social, political and economic effects as the diagram shows.



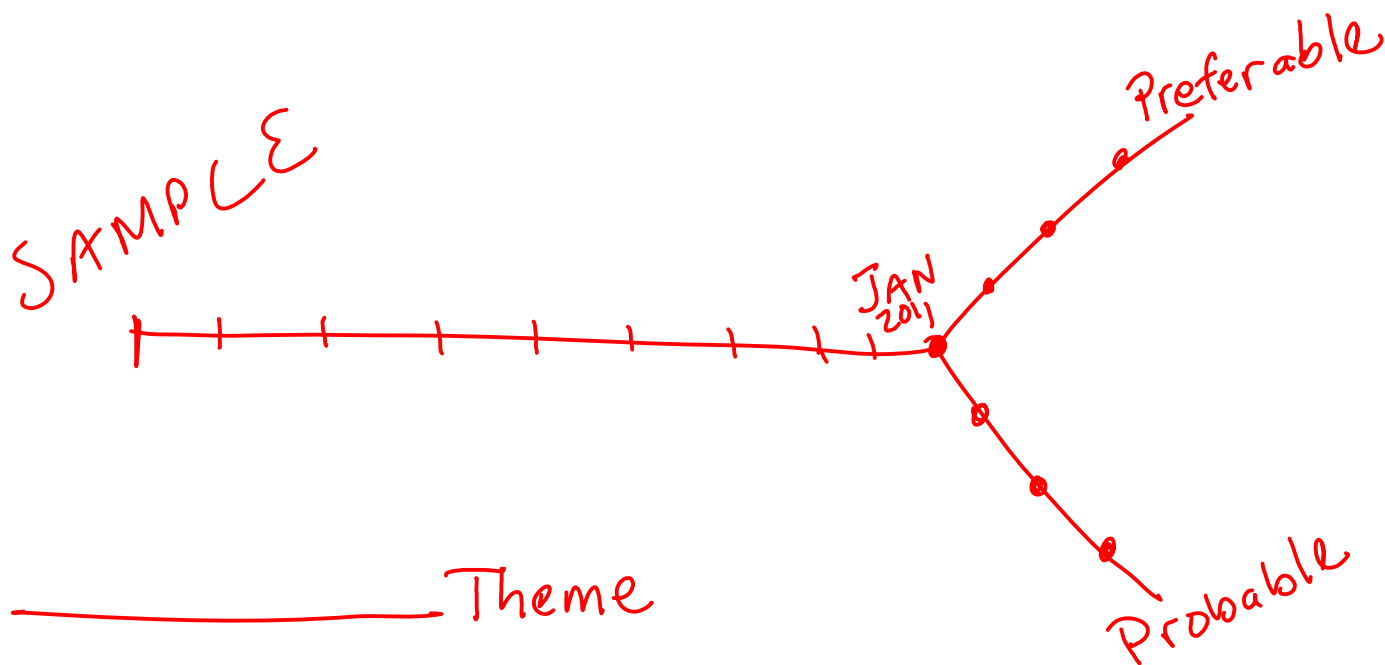
Future Timelines

Middle East and North Africa Future Timelines

Choose a group of 1-3 people. (no more than 3—yes you can work by yourself). Your group will now choose a topic listed below. It is fine if more than one group chooses the same theme. Using your collective wisdom, lap-tops and class notes—you will be thinking of the past, present and future history of this topic.

- Israel and Palestine Conflict
- US Policy in the Middle East
- Iran
- Iraq
- Socio Economic Development
- Tunisia, Egypt, Libya and other North African Revolts
- Other relevant topic

The goal for today is for you to think of the trends you have observed on this issue throughout the course. And then, you will predict the future. Place at least 8-10 items on your timeline up to the present day that you think represent this topic as it connects to the Middle East. Then IMAGINE at least three events that you think will probably be how this trends plays itself out in the coming years. Then IMAGINE (in our Fantasy world) how you would prefer to see things evolve. Include at least three events on this tangent of the timeline. You may wish to add pics to your timeline to make it more interesting.



End of year Thematic and Chronological Review

Sequencing Timelines Study Group Assignment

1. Each study group is responsible for turning in a complete packet of timelines on _____ to me as well as each other.
2. There are _____ timelines for each group. Each person is responsible for doing _____.
3. In order to fill them out, first record at least 10 events, people, ideas or happenings that occur on that theme or from that place-- two from each time period. They should be events of significance. They can represent not only changes but also continuities.
4. Global processes should be listed along the other side as they affect those events. Global processes include things like trade, imperialism, climate change, etc.
5. At the bottom of each timeline, write a synthesis of major changes and continuities.
6. Neatness counts. Use these as templates and handwrite your information legibly or recreate on-line in order to type.

For example a timeline for Government might look like the following:

Global Processes

Events

Foundations

600- 1450

1450- 1750

1750- 1914

1914- Present

Summary Major Changes and Continuities:

Place at least two items on your timeline for each time period.

THEME: RELIGION

Global Processes

Events

Foundations

600- 1450

1450 –1750

1750- 1914

1914- Present

Summary Major Changes and Continuities:

Place at least two items on your timeline for each time period.

THEME: INTERACTION (TRADE)

Global Processes

Events

Foundations

600- 1450

1450 –1750

1750- 1914

1914- Present

Summary Major Changes and Continuities:

Place at least two items on your timeline for each time period.

THEME: GENDER STRUCTURES

Global Processes

Events

Foundations

600- 1450

1450 –1750

1750- 1914

1914- Present

Summary Major Changes and Continuities:

Place at least two items on your timeline for each time period.

THEME: LABOR SYSTEMS

Global Processes

Events

Foundations

600- 1450

1450 –1750

1750- 1914

1914- Present

Summary Major Changes and Continuities:

Place at least two items on your timeline for each time period.

THEME: Political Structure

Global Processes

Events

Foundations

600- 1450

1450 –1750

1750- 1914

1914- Present

Summary Major Changes and Continuities:

Place at least two items on your timeline for each time period.

THEME: Imperialism

Global Processes

Events

Foundations

600- 1450

1450 –1750

1750- 1914

1914- Present

Summary Major Changes and Continuities:

Place at least two items on your timeline for each time period.

THEME: Human Interaction with Environment

Global Processes

Events

Foundations

600- 1450

1450 –1750

1750- 1914

1914- Present

Summary Major Changes and Continuities:

Place at least two items on your timeline for each time period.

THEME: East Asia

Global Processes

Events

Foundations

600- 1450

1450 –1750

1750- 1914

1914- Present

Summary Major Changes and Continuities:

Place at least two items on your timeline for each time period.

THEME: Latin America

Global Processes

Events

Foundations

600- 1450

1450 –1750

1750- 1914

1914- Present

Summary Major Changes and Continuities:

Place at least two items on your timeline for each time period.

THEME: Sub-Saharan Africa

Global Processes

Events

Foundations

600- 1450

1450 –1750

1750- 1914

1914- Present

Summary Major Changes and Continuities:

Place at least two items on your timeline for each time period.

THEME: Middle East

Global Processes

Events

Foundations

600- 1450

1450 –1750

1750- 1914

1914- Present

Summary Major Changes and Continuities:

Place at least two items on your timeline for each time period.

THEME: Russia/ Eastern Europe

Global Processes

Events

Foundations

600- 1450

1450 –1750

1750- 1914

1914- Present

Summary Major Changes and Continuities:

Place at least two items on your timeline for each time period.

THEME: North America

Global Processes

Events

Foundations

600- 1450

1450 –1750

1750- 1914

1914- Present

Summary Major Changes and Continuities:

Place at least two items on your timeline for each time period.

THEME: South/ Southeast Asia

Global Processes

Events

Foundations

600- 1450

1450 –1750

1750- 1914

1914- Present

Summary Major Changes and Continuities:

Place at least two items on your timeline for each time period.

THEME: WILD CARD*

Global Processes

Events

Foundations

600- 1450

1450 –1750

1750- 1914

1914- Present

Summary Major Changes and Continuities:

* What other topics might you be able to sequence? Race, demography, culture, art, cartography, circum-maritime basins (Indian Ocean history...)

Place at least two items on your timeline for each time period.

THEME: WILD CARD *

Global Processes

Events

Foundations

600- 1450

1450 –1750

1750- 1914

1914- Present

Summary Major Changes and Continuities:

* What other topics might you be able to sequence? Race, demography, culture, art, cartography, circum-maritime basins (Indian Ocean history...)