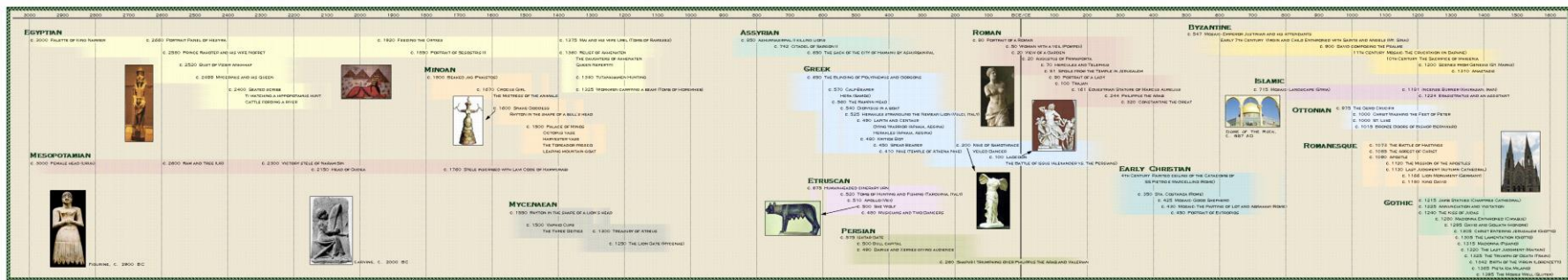
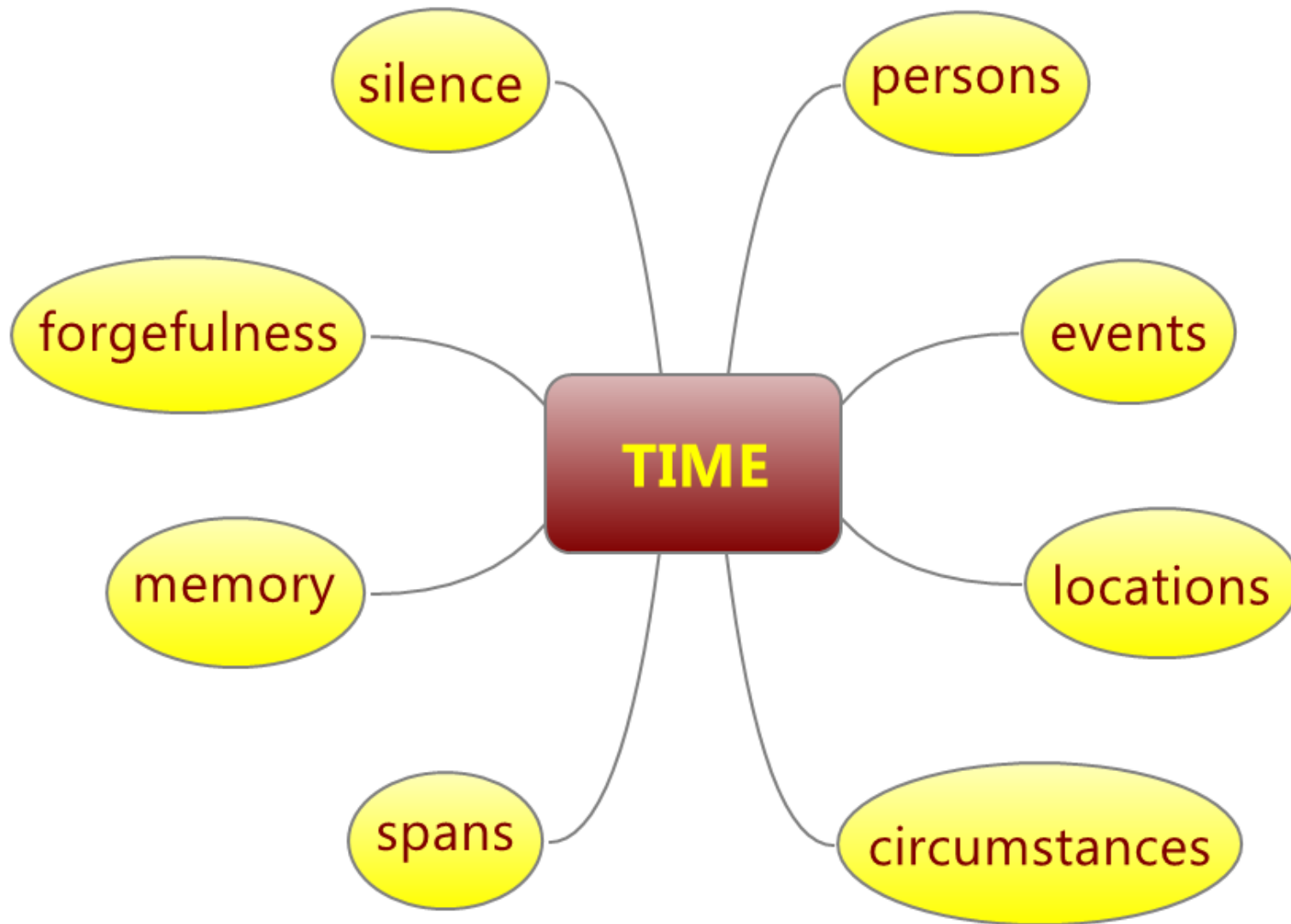
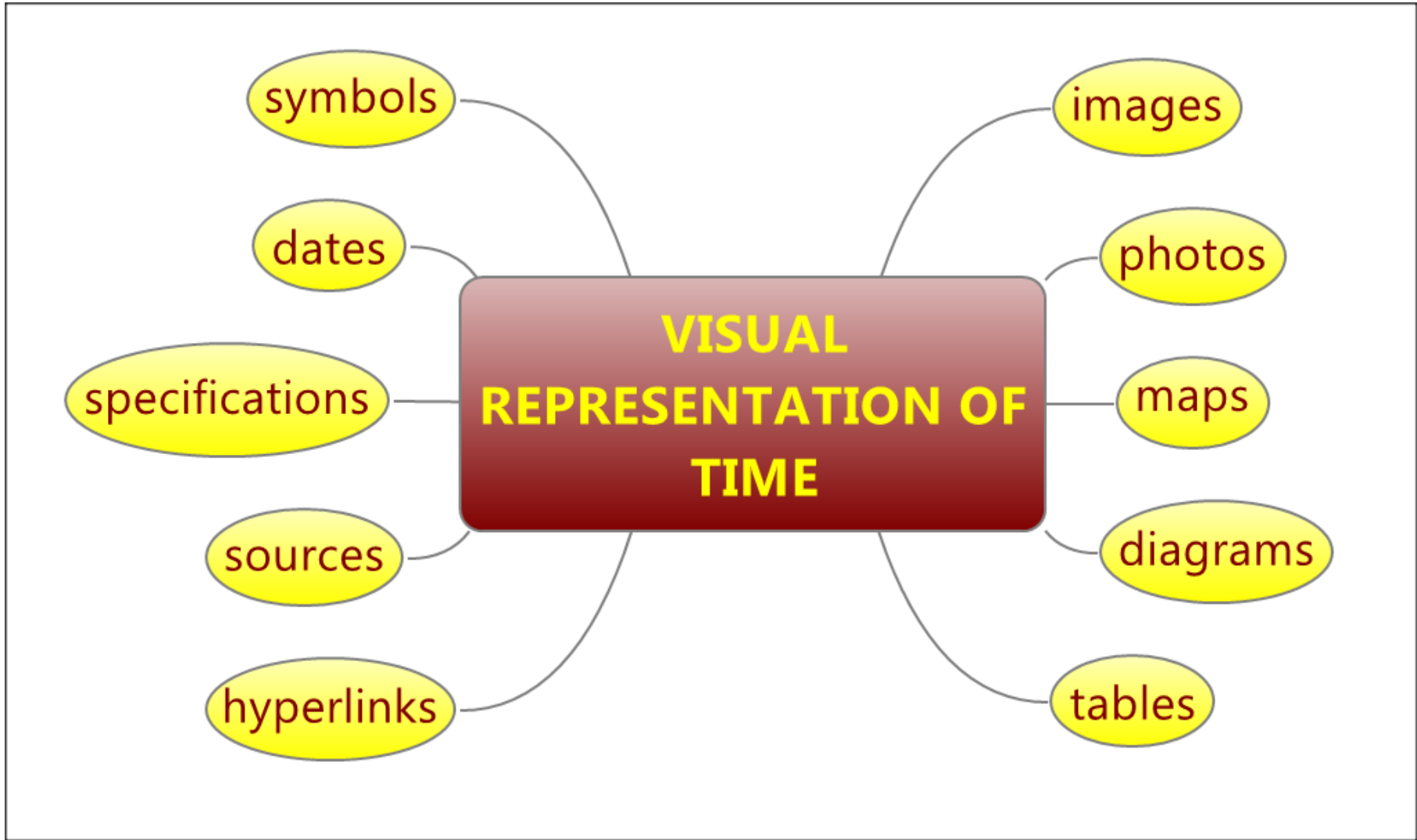


Understanding of historical time: design, development and teaching with timelines



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What about understanding of historical time?

- 1) Ability of arrangement of historical material based on technological, economical, sartorial, etc. indications, but not assignments based on specific date (days, months, years, centuries). For example I do recognize that a photo which displays an old coach with horse is older than another which displays cars.
- 2a) Ability of assign historical material with specific categories of time:
 - I quote some events which happened on the first decades of 15th century
 - I recognize that Parthenon is a building from greek ancientry.
 - The year 2014 belongs to the 21st century.
 - The period from 1918 to 1939 is known as Inter-War.
- 2β) Ability to answer in questions, such as:
 - Was there TV in Greece in the decade of 1950?
 - When did electricity come in Florina region?

What does a timeline offer?

- Visually represents the abstract time.
- Makes it more real with specific ways.
- Helps children to understand it more actively.

Thus:

- When children faced on new historical material, they will be able to arrange and assign it in order to put it in a correct order in a historical timeline.
- One step beyond, children will be able to represent their personal life-time and family time based on timeline's experience they have acquired.

Types of timelines

Typical timeline

Subject-line

Location-line

Time-map

Personal

Multi-subject-line

School-line

Familial-line

Yours-line

Activities (indicative)

- Start the next lesson run through the timeline.
- Revision - summary based on timeline's entries.
- Replace timeline's tabs (1. each for an event, person, etc, 2. tabs are portable, see semifinal slide of this presentation).
- Place tabs with content which doesn't belong to the curriculum.
- Grab tabs which belong to the same subject an narrations.
- Find answer: Who was more aged when he died? Plato or Aristotle?
- Arrange tabs in categories or historical periods.
- Narrations related to a specific period of time using adverbs and adverbial phrases: next year, last year, decade ago, never, when, late, immediately, rarely, usually, never, etc.

Wall Timeline



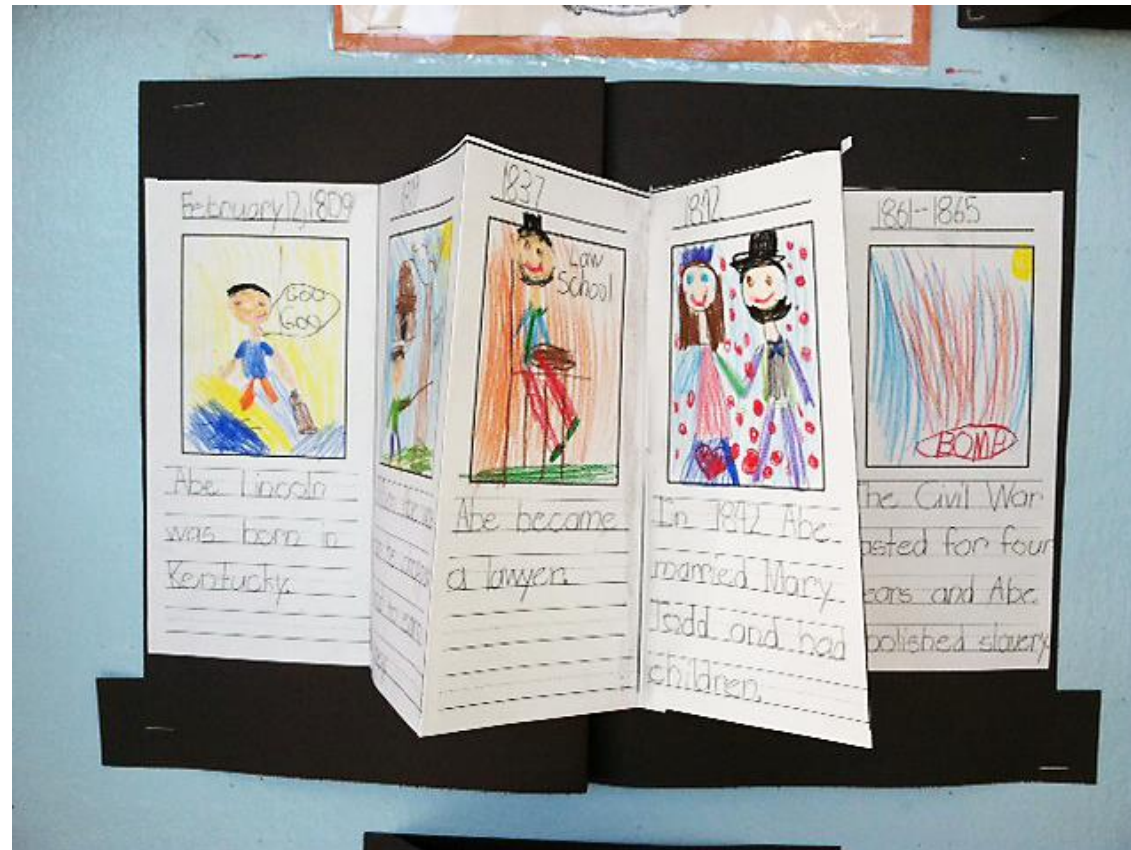
Index tabs



Thread of time



Accordion of time



Notebook

Summary The Great Trek

Boers were unhappy because of British rule. The Xhosa were killing their cattle, burning their farms.

Boers had several leaders: Piet and Retief. These leaders led different groups. Some of them crossed the Vaal River. Retief crossed the Vaal River and went to Natal.

Retief was murdered by Dingane. Dingane killed Shaka and many of the Boers. Van Rensburg's group fled, settled and made new farms.

1815 Shaka becomes king of Zulus

1820 British give the Cape back to the Dutch

1828 Dingane kills Shaka

1830 British Settlers

1836 Great-Trek: Voortrekkers leave the Cape. Battle of Vegkop: Mankaj attacks Boers - Boers won.

1837 6 February: Retief killed by Dingane.

1838 16 December: Battle of Blood River + battle of Yow. Boers establish Natal.

1840 The British settled in Durban in 1850 and started a new life.

1842 British troops attack Port Natal. Dick King rides to Grahamstown for help.

1840 The Great Trek

1840 The Year One

1850 The Xhosa invaded the Eastern Cape to take their land. They stole sheep and cattle and burnt the settlers' farm houses. The settlers fled to Grahamstown. Many went back to England, and others stayed in the towns to find work. Some went back to their farms, but most didn't. There were 9 wars altogether. The last war ended in 1878. *It was Good!*

War in the Eastern Cape

1800-1803 British give the Cape back to the Dutch

1805 2nd British Occupation

1810 Lord Charles Kamehabet

1815 Warriors on the Hills

1818 Shaka - King of Zulu

1838 Great-Trek

1840 The Great Trek

1850 The Year One

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Parameters on selection and creation of timelines

Children's work. If timelines are individual it's better to select portable types which they can be carried in their bags. If groups make the timelines we select bigger types in order to facilitate children's work.

Space availability. If there is enough space on classroom's walls, the proper type is Wall Timeline.

Period of historical time. We have to estimate the size of the timeline we are going to make in relation to the period of the historical time we will study during the school year.


Segmentation of historical time. If we segment the historical time in small periods the size of the timeline is going to be bigger. For example, if we segment the time in decades, we need a bigger timeline which can contain the necessary tabs.

Content of tab. Usually, a date indication and a title (e.g. 1453 AD - Fall of Constantinople) it's enough. But, if we choose to use different material (photos, images, diagrams, symbols, url) in order to represent more efficiently a historical event or person, we increase the possibility of understanding of historical time from children. In addition, the timeline will be more attractive for them.

Tabs

1827

Ioannis Kapodistrias –
First Governor of Greece




In 1827 the National Assembly of Troizina elected Ioannis Kapodistrias as the first Governor of Greece.

1827

Peloponnese Troizina

Ioannis Kapodistrias –
First Governor of Greece



In 1827 the National Assembly of Troizina elected Ioannis Kapodistrias as the first Governor of Greece

Wikipedia: <http://fw2.gr/maa>

Video: <http://fw2.gr/ma9>

Sources: <http://fw2.gr/mab>

Online apps for creating digital timelines

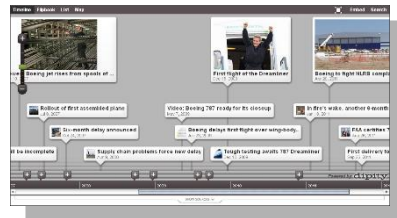
Timeglider



Tiki-Toki



Dipity



Timerime



myHistrio



TimelineJS

