# Module 2

## Timeline Ireland

### Understand time using a visual display

## Curriculum Linkages and Integration

*See Teacher Guidelines for additional information*

## S E S E   H i s t o r y

### INFANT CLASSES

**Strand: Myself and my family**
  Strand Unit: Myself
  Strand Unit: My family

**STRAND: Story**
  Strand Unit: Stories

### 1st & 2nd CLASSES

**Strand: Myself and my family**
  Strand Unit: Myself
  Strand Unit: My family
  Strand Unit: Feasts and festivals in the past

**STRAND: Story**
  Strand Unit: Stories

### 3rd & 4th CLASSES

**STRAND: Local Studies**
  Strand Unit: Feasts and festivals in the past
  Strand Unit: My locality through the ages

**STRAND: Story**
  Strand Unit: Stories from the lives of people in the past

**STRAND: Early peoples and ancient societies**
  Strand Unit: Stone Age peoples
  Strand Unit: Life, society, work and culture in the past

**STRAND: Continuity and change over time**
  Strand Unit: Continuity and change over time

### 5th & 6th CLASSES

**STRAND: Local Studies**
  Strand Unit: Building sites and ruins in my locality
  Strand Unit: My locality through the ages

**STRAND: Story**
  Strand Unit: Stories from the lives of peoples in the past

**STRAND: Early peoples and ancient societies**
  Strand Unit: Early peoples and ancient societies

**STRAND: Life, society, work and culture in the past**
  Strand Unit: Life, society, work and culture in the past

**Strand: Continuity and change over time**
  Strand Unit: Continuity and change over time

## L I N K A G E S

**SESE Geography**
- Human environments
- Natural environments
- Environmental awareness and care

**SESE Science**
- Living things
- Environmental awareness and care

## I N T E G R A T I O N

**Mathematics**
- Early mathematical activity
- Number
- Shape and space
- Data

**Gaeilge**
- Éisteacht
- Labhairt
- Scríbhneoireacht
- Léitheoireacht

**Visual Arts**
- Drawing
- Construction

**English**
- Receptiveness to language
- Competence and confidence
- Developing cognitive abilities through language
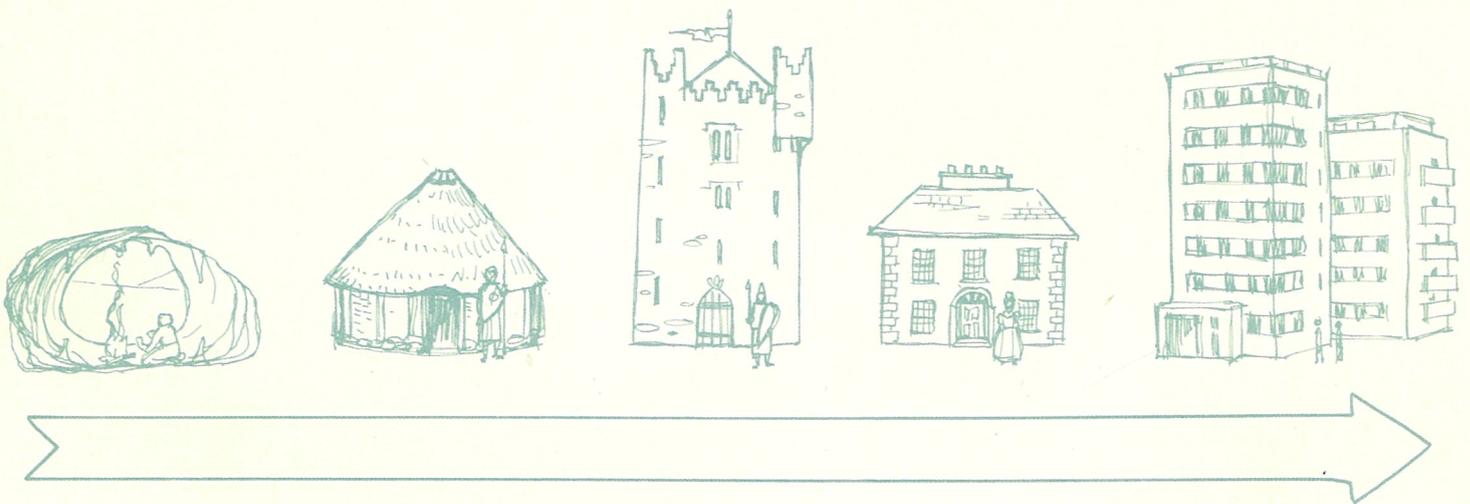- Emotional and imaginative development through language

**SPHE**
- Myself
- Myself and the wider world

*"Archaeology is fun because you get to do lots of good stuff and nice things."*

2nd Class Pupil

# OBJECTIVE

To create a timeline that will help pupils to visualise time as a sequence of change, using drawings of monuments and artefacts.

# AGE APPROPRIATENESS

This module is suitable for all classes.
To manage the module for each age group, see Teacher Guidelines

# MATERIALS REQUIRED

- A strip of wallpaper (at least 4m in length)
- Ruler and marker
- Dice and counters
- Blue Tack/glue

## Activity Sheets (AS)

- Drawings for the Timeline (AS1)
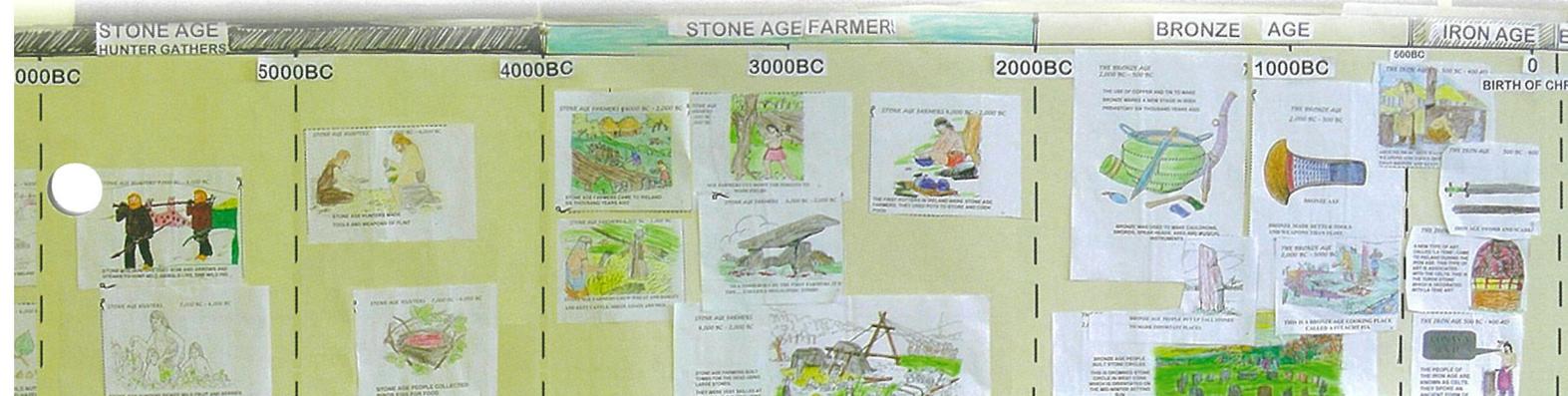- The Game of Time (AS2)

# PREPARATION

Roll out the strip of wallpaper and, on the blank side, draw a horizontal line c. 10cms below the top edge. Mark ten points along this line c. 30cms apart. Enlarge (on a photocopier) the ten dates provided on p49 and fix them to the strip immediately below the marks, starting with 7000 BC on the left and working up to 2000 AD at the right end. Enlarge the eight period names and place them in their appropriate place in the top border (see Timeline Template below)

Fix the strip of wallpaper along a wall in the classroom where the pupils can see and reach.

**Prompt:** allow extra space at the end of the line to represent the future- the pupils might think of something suitable for the third millennium AD!

I can see the difference time makes

7000BC 6000BC 5000BC 4000BC 3000BC 2000BC 1000BC BIRTH OF CHRIST 0 1000AD 2000AD
HUNTER GATHERS MOON AGE EARLY CHRISTIAN MEDIEVAL MODERN POST MEDIEVAL

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# Let's get started!

## Setting the Scene

The pupils will need to understand the basic logic behind the activity of placing their drawings on the timeline. Man has been in Ireland for some nine thousand years. Archaeologists have divided this time into a number of periods, reflecting major changes in society. These periods can be explained by changes brought about by the arrival of something new that had a profound effect on the country:

| Arrival | Date | Name of Period which followed |
|---|---|---|
| Man | 7000 BC | Stone Age - Hunters (Mesolithic) |
| Farming | 4000 BC | Stone Age- Farmers (Neolithic) |
| Copper and Tin | 2000 BC | Bronze Age |
| Iron | 500 BC | Iron Age |
| Christianity | 400 AD | Early Christian |
| Normans | 1169 AD | Medieval |

Each drawing is headed by the name of the period and the time span it covers. These should also be clearly marked on the timeline.
For convenience, each drawing is numbered in the sequence on which they should be placed on the timeline, starting with the arrival of man and coming right up to the present.

## The Activity

To make them easier to see the drawings should be enlarged from A4 to A3. Each individual drawing is cut out and the drawings are distributed to the pupils. Ask the pupils to colour the drawings, using colour pencils.

When all the drawings are coloured, bring the pupils with drawings from the *Stone Age-Hunters* forward. Then, starting with drawing number one, get the pupil to read out the text on the drawing, show the drawing to the class and then fix it to the timeline in the appropriate place. When the *Stone Age- Hunters* are finished bring forward the next group-*Stone Age- Farmers*, and go through the same procedure again. When all the drawings are on the timeline allow the pupils time to admire their handiwork and look along the timeline at all the drawings.

**Prompt:** You may need to create extra space for the historic period.

# Using the Timeline

The timeline is designed to be used as a guideline for all the remaining modules and therefore should be kept available to the pupils as a constant point of reference.

# Closing Activity

Play The Game of Time (**AS2**)

# Weblinks

**Web Link**

*Designing Timelines*
**www.latinteach.com/timelines.html**

## Key Terms

- Mesolithic
- Neolithic
- Bronze Age
- Iron Age
- Early Christian
- Medieval

## Teacher's Log

*"Timeline Ireland helps the pupil's understanding of history in a creative and visual way by looking at monuments and artefacts of the different ages".*

*5th Class Teacher*