

Our History Scaffold

Helping us to improve our 'big
picture of the past'

Thinking about our 'big picture' of the past

- When we talk about our 'big picture' of the past, what does that mean to you?
- Discuss with your partner for a minute and then we'll share your ideas.



Significant people of the past 2000 years

- Let's try to think a little more about the idea of a 'big picture' of the past.
- Think to yourself for 30 seconds about the following question:
Who are the most significant people from the past 2000 years that you can think of?
- Now write down your ideas in your part of the placemat for another minute.
- When you're done, discuss with your partners and see if you have identified any names in common - write those names in the middle.



Let's
discuss
your ideas

Prompting student thinking

- When students have completed the task, get a sense of the types of people that they have come up with and follow up with questions to generate further discussion, such as:

Why did you pick this person? Why do you think this person is significant?

Is there anything that some/many of the people chosen have in common?

Can you identify patterns in what the people you have chosen did that makes them stand out?

Extending student thinking

- The suggestions that students come up with might allow for an initial exploration of the vastness and diversity of the past in terms of time, space and themes to which the figures chosen relate; follow-up questions might include:

Which figures chosen are from Ireland? Which are from Europe or the wider world? What parts?

Which figures are from the recent past? Which are from the more distant past?

Can you say how many years/ centuries cover the range of people you have chosen?

History of the World in 7 minutes

- By now we have started to think about how vast and wide the past is.
- It is not easy to have a 'big picture' when the past is complex.
- This video clip might help you to see even more clearly how complex this is!
- <https://www.teachertube.com/videos/history-of-the-world-in-7-minutes-123544>



How do we make sense of such a complex past?

- One way in which we can try to develop a better 'big picture' of the past is by identifying eras or spans of time in which certain things happened that allow us to group those things together.
- Historians do this by grouping periods of time in which certain things happened together into what are called 'eras'.
- So, for example, as we saw earlier, we can refer to the Stone Age, the Iron Age or 'medieval times.'
- Let's now look at a number of different eras and see if we can make sense of them!

Early hunter-gatherers and farmers invent tools and weapons

https://www.flickr.com/photos/vintage_illustration/29510262138



https://commons.wikimedia.org/wiki/File:Neolithic_cultivation_tool_reconstitution_Bali.jpg



Early civilisations develop alphabets, cities and politics

https://commons.wikimedia.org/wiki/File:Delta_uc_lc.svg



https://en.wikipedia.org/wiki/Ancient_Greek_temple#/media/File:Attica_06-13_Athens_50_View_from_Philopappos_-_Acropolis_Hill.jpg



Europe becomes Christian; Europe becomes feudal

https://commons.wikimedia.org/wiki/File:Glendalough_monastery.jpg

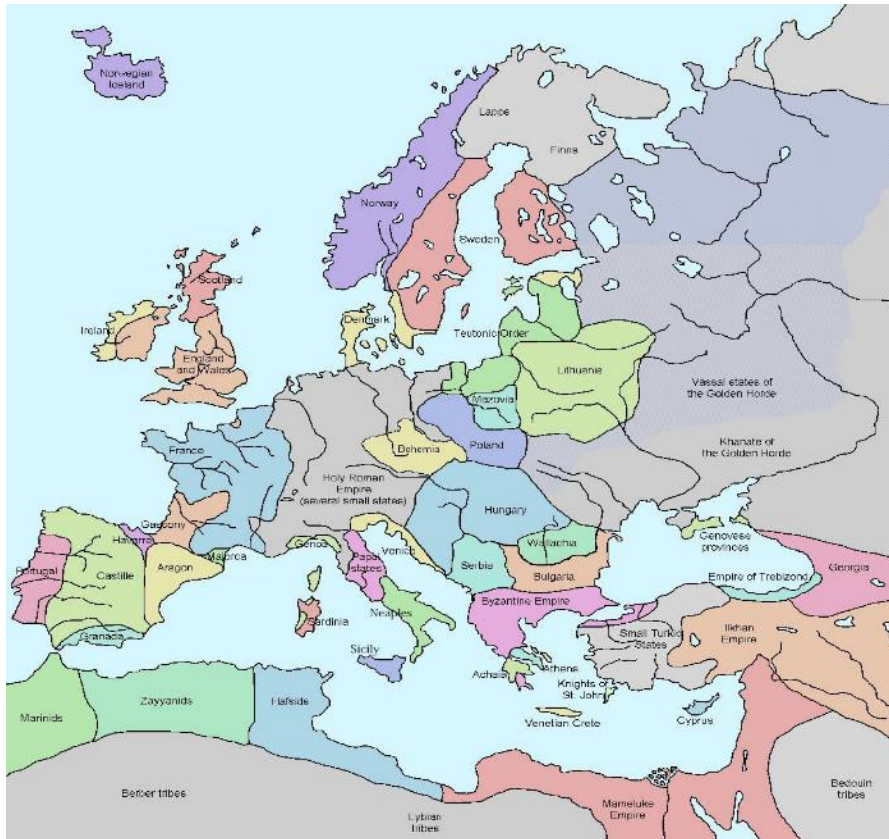


https://tr.m.wikipedia.org/wiki/Dosya:Bayeux_Tapestry_scene57_Harold_death.jpg



Cities grow and states multiply

<https://commons.wikimedia.org/wiki/File:EuropeMap1328.png>



https://upload.wikimedia.org/wikipedia/commons/f/f7/The_dome_of_Florence_Cathedral.jpg



Explorers and reformers bring change

https://commons.wikimedia.org/wiki/File:Columbus_landing_on_Hispaniola.JPG



https://commons.wikimedia.org/wiki/File:Karl_Aspelin-Luther_uppbränner_den_påfliga_bullan.jpg



Monarchs consolidate power

[https://commons.wikimedia.org/wiki/File:Hyacinthe_Rigaud_-_Louis_XIV,_roi_de_France_\(1638-1715\)_-_Google_Art_Project.jpg](https://commons.wikimedia.org/wiki/File:Hyacinthe_Rigaud_-_Louis_XIV,_roi_de_France_(1638-1715)_-_Google_Art_Project.jpg)



https://commons.wikimedia.org/wiki/File:William_of_Orange,_and_Mary,_his_English_wife_are_presented_Wellcome_V0048279.jpg

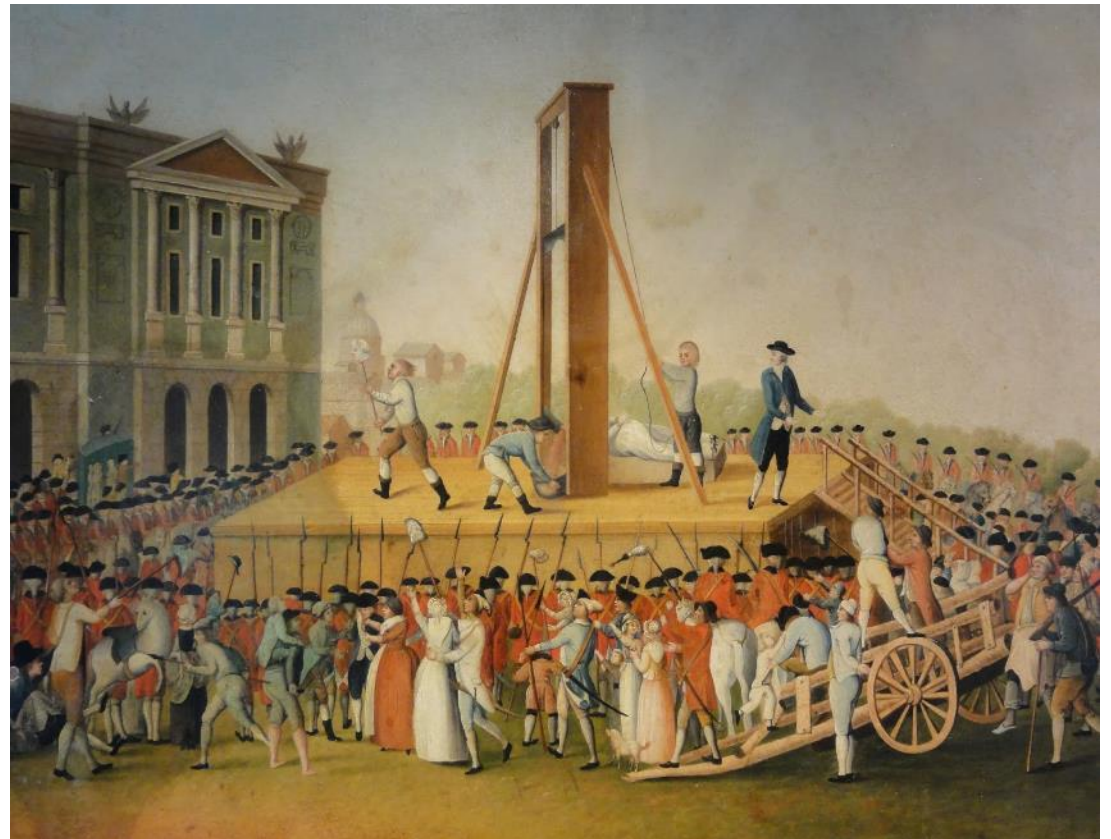


Revolutionaries challenge monarchs

[https://commons.wikimedia.org/wiki/File:George_Washington_After_the_Battle_of_Princeton_-_Charles_Willson_Peale_-_Cleveland_Museum_of_Art_\(29746887513\).jpg](https://commons.wikimedia.org/wiki/File:George_Washington_After_the_Battle_of_Princeton_-_Charles_Willson_Peale_-_Cleveland_Museum_of_Art_(29746887513).jpg)

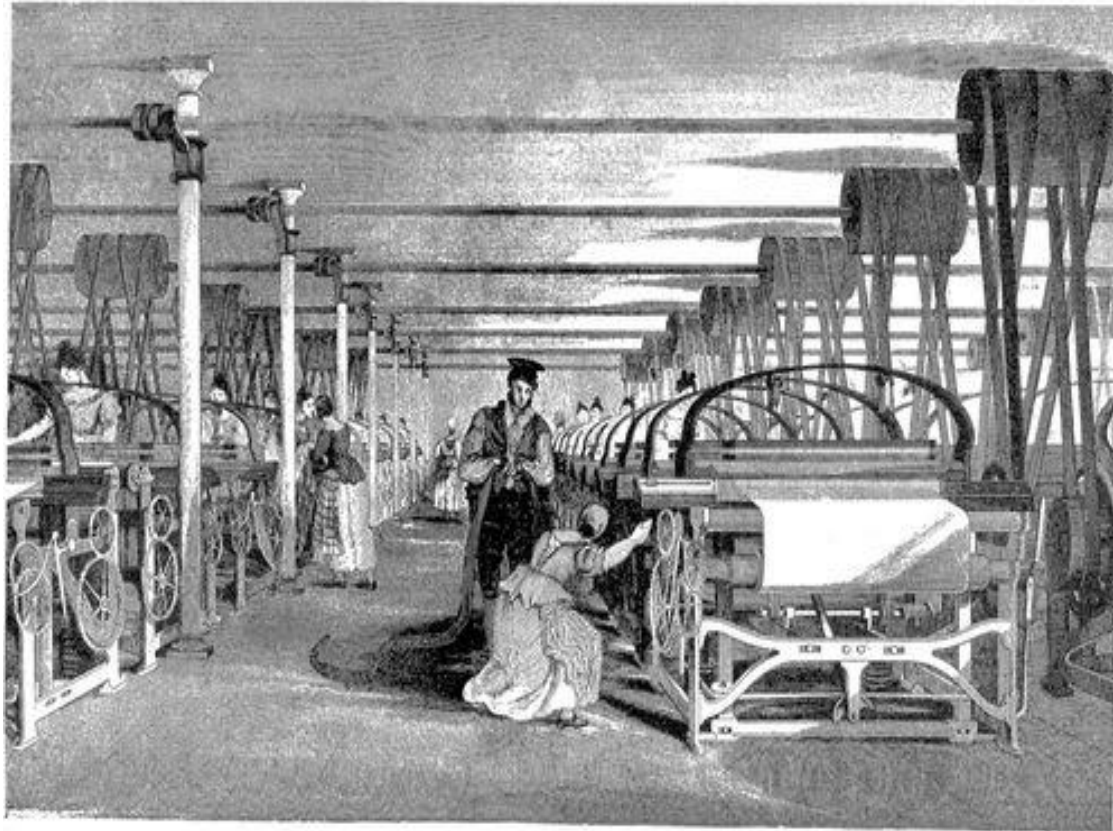


https://commons.wikimedia.org/wiki/File:Exécution_de_Marie_Antoinette_le_16_octobre_1793.jpg



Industrialisation and democracy advance

https://commons.wikimedia.org/wiki/File:Powerloom_weaving_in_1835.jpg



https://commons.wikimedia.org/wiki/File:Daniel_O%27Connell,_refusing_ot_take_oth_of_supremacy.jpg

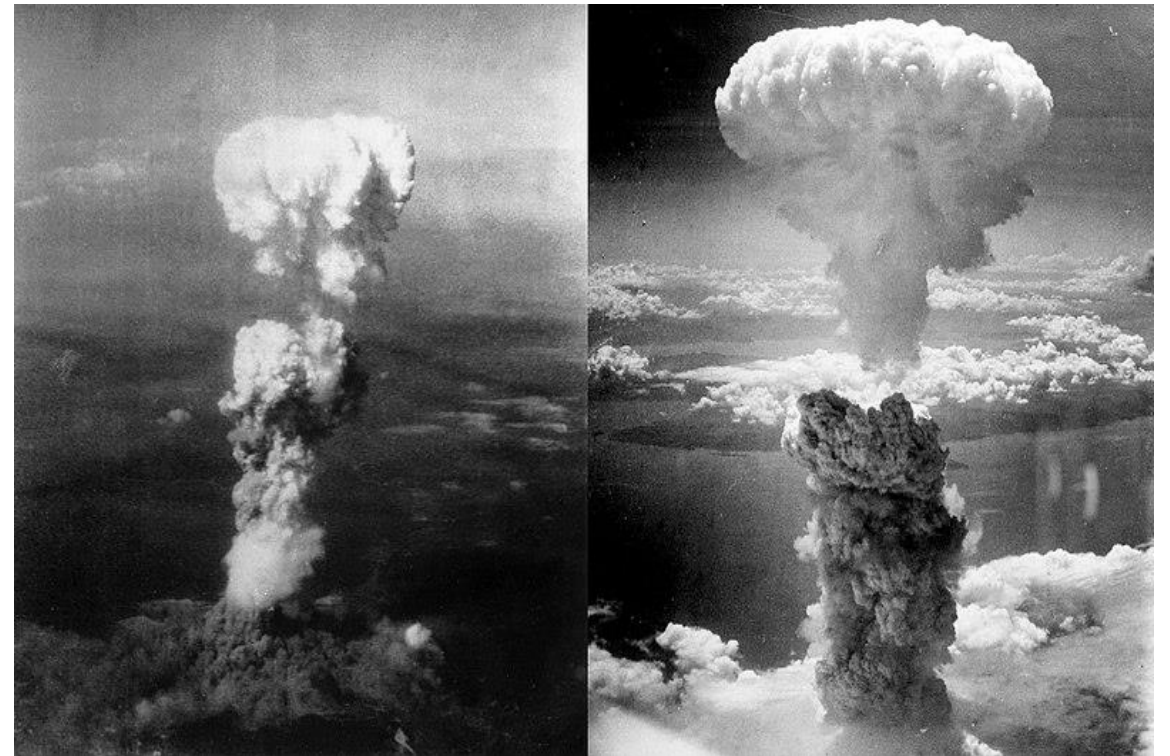


World wars change the face of the earth

https://commons.wikimedia.org/wiki/File:German_trenches_on_the_aisne.jpg



https://commons.wikimedia.org/wiki/File:Atomic_bombing_of_Japan.jpg



Television and computers change how we communicate

https://commons.wikimedia.org/wiki/File:Telstar_satellite.jpg



https://commons.wikimedia.org/wiki/File:World_Wide_Web_logo.png



Grouping these eras: a historical framework

- *Early hunter-gatherers and farmers invent tools and weapons*
 - *Early civilisations develop alphabets, cities and politics*
 - *Europe becomes Christian; Europe becomes feudal*
 - *Cities grow and states multiply*
 - *Explorers and reformers bring change*
 - *Monarchs consolidate power*
 - *Revolutionaries challenge monarchs*
 - *Industrialisation and democracy advance*
 - *World wars change the face of the Earth*
 - *Television and computers change how we communicate*
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- If we group all of these eras together, as above, we have a structure or 'framework' that helps us to develop a stronger 'big picture' of the past.
 - We can begin to place new things we learn in history into these different eras, and we can add them over time.
 - We are calling this framework 'Our History Scaffold.'



Our History Scaffold...

Why do you think the word 'scaffold' was chosen to describe the framework we have looked at?

Does the accompanying image help you to understand why?

A final thought for now....

- Imagine you are an historian living 100 years or so in the future.....
- You are looking back at today's world and trying to decide how to describe it as an era.
- *What words would you use?*
- *What images would you choose?*

Take some time to think and then let's discuss!



Some prompts on revisiting the 'big picture' framework 'Our history scaffold' in class

- On a practical level, you could regularly ask such questions as,
 - 'Remember our framework? Can you see where this topic/person/issue/ event fits?

 - 'Let's keep our framework in mind over the next few weeks and we will spend some time later on thinking about how what we are studying now fits into our history scaffold.'
- If topics or issues arise in class that are related to different eras of the past, try to get students to think about the era to which these topics or issues belong.

Our history scaffold: supporting deeper thinking

- Thinking about significance
- Making judgements based on evidence
- Exploring connections and links between historical events/issues/themes/personalities
- Thinking about cause and consequence, the effect and impact of events

Framing useful 'prompt' questions

- Why is this topic/ person/ issue event important/ significant?
- Can you see connections between what we are looking at here and what we looked at last term?
- Can you see how what we studied last term is important now? Can you see the impact it has had?
- Do you think that this issue was a consequence of what we studied before?
- Based on your knowledge of this period, why do you think this person's actions are significant?
- Can you suggest the impact this event might have in developments later on?
- Do you think that this issue that we are studying in Europe had relevance in Ireland as well? In what ways?
- How did this event have an impact in the wider world beyond Europe?