

Theme 1: My History

Activity 1: Create Your Own timeline

The [Decade of Centenaries Timeline](http://centenariestimeline.com) uses artefacts to illustrate a chronology of events in 40 years of Ulster's history. This activity uses the website to stimulate pupils/individuals to create their own personal, interactive timeline.

1. Encourage the class/group to explore the timeline and discuss the use of images to represent events; does a picture tell a thousand words? Discuss how timelines can be used to show the evolution of events in a meaningful way by demonstrating cause and effect and continuity and change.



2. Ask the class/group to select special events and dates in their own history such as the birth of a sibling, a special holiday or visit, an achievement or an important local or global news event.



12/09/2013 Trip to Rathlin Island

My trip to Rathlin Island was important to me because I got to meet Henry the donkey.

3. Ask the class/group to find an artefact to represent each of these events; it could be a photograph, medal, cup, toy, postcard, card etc. Ask the group to make digital images of these items by scanning or taking digital photographs and to arrange them in chronological order.

4. Pupils/individuals can then create their own interactive timeline by importing the images into either Power-Point to create an illustrated slide show or into web authoring software to create their own interactive timeline. Finished webpages or slideshows should be presented to peers.

KS3 Curricular Relevance

Areas of Learning: History

Key Elements:

- Explore how history has affected their personal identity, culture and lifestyle (Personal Understanding).

Learning Outcomes:

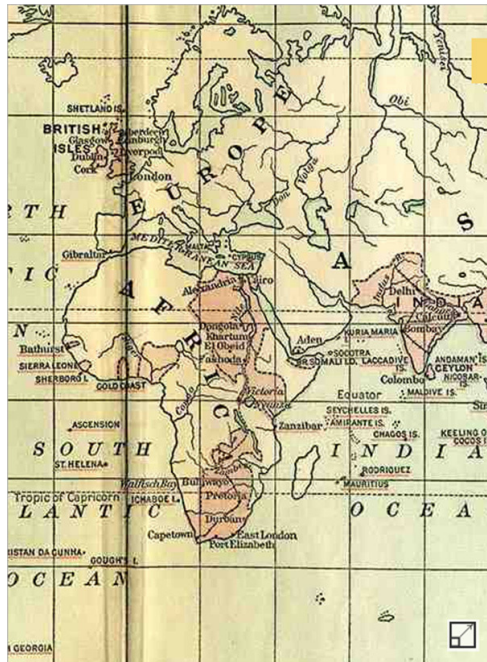
- Research and manage information effectively to investigate historical issues, using Mathematics and ICT where appropriate;
- Communicate effectively in oral, visual, written, mathematical and ICT formats, showing clear awareness of audience and purpose.

Thinking Skills and Personal Capabilities:

- Managing Information;
- Thinking, Problem-Solving and Decision-Making;
- Being Creative;
- Using ICT.

Activity 2: Create Your Family Tree

History becomes more immediate and relevant when retold from a personal perspective. Investigating an ancestor's personal experience can bring an historical event or period to life. This activity encourages class/group to create their own individual family tree dating back to the 1885-1925 period and to build up a picture of an ancestor who lived during that turbulent period in Irish history.



22nd January 1901

Queen Victoria dies

Queen Victoria died at Osborne House on the Isle of Wight at the age of 81. She was the longest reigning British monarch and the figurehead of a vast empire. Most of her nine children had married into the other royal families of Europe, earning her the nickname 'the grandmother of Europe'.

She reigned over a time of great industrial expansion and economic progress in Britain and growth in the British Empire. At her death, it was said, Britain had a worldwide empire on which the sun never set. Her empire included Canada, Australia, New Zealand, and large parts of Africa. In 1877 Victoria became empress of India, the 'jewel in the crown' of her territories.

During Victoria's long reign, direct political power moved away from the sovereign. A series of acts broadened the social and economic base of the electorate. It was during Victoria's reign that the modern idea of the constitutional monarch, whose role was to remain above politics, began to evolve.

She was succeeded by Edward VII.

[Empire, Parliament](#)

Map of the British Empire at the outbreak of WWI.
Thinkstockphotos

1. In [1901 Queen Victoria Died](#). She was succeeded by Edward VII. The [Royal Family Tree from Victoria to Prince William](#) shows the relationship between Queen Victoria and her descendants Queen Elizabeth II and Prince William. Discuss with the group the relationship between different generations, grand-son, great-grand mother etc.



Prince William and his great-great-great-grandmother Queen Victoria

2. Navigate to the [industry topic](#) and show a selection of images from the timeline showing people at work and at leisure. For instance [Women and Girls in the Shirt Factory](#), [Men in the Ship Yard](#) and [Holiday-makers at Portrush](#).



3. Ask the class/group to describe the people in the images, their appearance and possible characters. Ask the group to compare and contrast themselves with those in the photographs. Discuss the group/class's ancestors from a 100 years ago. What would they have been like, could they be in one of these photographs?

4. Ask the pupils to create their own family trees dating back to the 1885-1925 period. Begin by asking pupils to write down their names and names of family members with dates and places of birth marriage, or death. Talk to parents, aunts, uncles grand-parents about previous generations. Look for tangible clues such as old photographs, medals, certificates and wills.

5. Create a family tree with the information found, using a template such as [Family Tree Template for Microsoft Excel](#). For gaps in the family history try searching the 1900 or 1910 [census](#) or birth, death and marriage records in the [General Register Office NI \(GRONI\)](#).

6. Once the family tree has been completed, ask the class to build up a fuller picture of a chosen ancestor who lived between 1885 – 1925. Discuss with the class their ancestor's character and appearance, their place of work, their home and their daily lives. Ask individuals/ pupils to create a collage about their ancestor using evidence such as photographs, payslips, birth, marriage or death certificates and medals. This collage can then be presented to peers.

Some useful sources of information:

- PRONI has an online searchable catalogue of [Street Directories 1819 -1900](#). Later street directories are held in many libraries and archives;
- The Ulster Covenant was signed by 237,368 men, and the Declaration by 234,046 women. A relative's signature may be located in the online [Ulster Covenant and Declaration](#);
- [Freeholders' records](#) provide a range of information about land ownership;
- PRONI has a [searchable index to the will calendar](#) entries for the three district Probate Registries of Armagh, Belfast and Londonderry;
- Published in 1847-1864, the [Griffith Valuation](#) was the first full scale valuation of Ireland;
- The Commonwealth War Graves Commission [Find War Dead](#) search facility provides information on First World War soldiers' service number, rank, regiment and grave locations.
- The BBC has some useful information on [researching family trees](#).

KS3 Curricular Relevance

Areas of Learning: History

Key Elements:

- Explore how history has affected their personal identity, culture and lifestyle (Personal Understanding);
- Investigate the long and short term causes and consequences of the partition of Ireland and how it has influenced Northern Ireland today including key events and turning points (Citizenship).

Learning Outcomes:

- Research and manage information effectively to investigate historical issues, using Mathematics and ICT where appropriate;
- Communicate effectively in oral, visual, written, mathematical and ICT formats, showing clear awareness of audience and purpose.

Thinking Skills and Personal Capabilities:

- Managing information;
- Thinking, problem-solving and decision-making;
- Self-management;
- Using ICT.

Knowledge, Understanding and Skills:

- Developing continuity and change enquiry skills to undertake historical investigations;
- Developing critical thinking skills to evaluate a range of evidence and appreciate different interpretations;
- Understanding chronological awareness and the ability to make connections between historical periods, events and turning points.