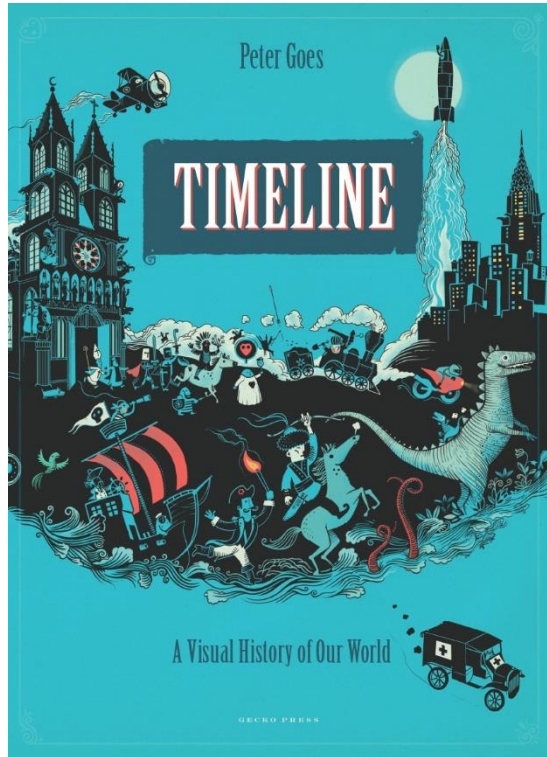




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Teaching Notes
Timeline: A Visual History of Our World
by Peter Goes



Synopsis

This book is the perfect introduction to history for the young and old. It takes the reader on a fascinating illustrated journey of the history of the world, through a lens that captures myths and legends, dinosaurs, the great civilizations, kings and knights, and discoveries and inventions, from the very beginning with the Big Bang up to events of the 2010s.



The Author/Illustrator

Peter Goes lives in Belgium where he works as a freelance illustrator. He has also worked as a stage manager and studied at the Royal Academy of Fine Arts (KASK) in Ghent, Belgium.

Themes

This beautiful, large-format board book, with its highly visual approach, makes world history both accessible and compelling to all. It is a trip through time, past dinosaurs, Vikings, Aztecs and spaceships. It looks at wars and disasters; introduces artists, explorers and leaders; and shows us life in castles, yurts and skyscrapers. It enables readers to discover, learn and pore over the fascinating, dynamic and most recent history of the world and its political, cultural and historical events, as unexpected parallels and connections are made through playful illustrations. The book will inspire debate about the defining moments of our own time, and will leave the reader pondering on what will happen next in our world.

Activities

1. Before opening the book, look at the cover image and title. Discuss what you think this book might be about?
2. Examine the illustrations in the book. Do you like the style? What colours are used? What kinds of lines and textures are used? Choose part of one of your favourite illustrations from anywhere within the book and create your own artistic interpretation of it, for example, a painting, drawing, photograph, model, poem, etc.
3. In pairs, each choose one of the myriad of illustrations from the book to describe orally to your partner. Get your partner to draw what you describe. See if they can guess what cross-section or era of history it is from.
4. Choose your favourite cross-section of history from the book and summarise the information from it in poster, powerpoint or pamphlet format. Present it to your class.
5. In small groups, choose one of the cross-sections of history, such as 'Mesopotamia' or 'The 19th century'. Each create your own illustrated linear historical timeline of what you consider to be the ten most important events from your chosen era. Share your timelines with your group. Do you all have the same events? Next, as a group, create a group timeline with what you all agree to be the five most significant historical events.
6. In groups, study two different eras from the book. Write down any similarities and differences that you notice about the world and what has, or has not, changed. Present your findings in a visual format, such as a Venn diagram, and write a one-page report about what you have learnt about humans and the world from this time, to accompany your visual representation.
7. As a class, each choose an important historical figure from the book, such as William Harvey from 'The 17th century' or Barack Obama from 'The 2000s', to research. Create a short biography of your historical figure to feature as an entry in an illustrated children's encyclopedia. Compile, illustrate and bind your entries. Present your published encyclopedia to a younger year group to study.



8. As a class, play a game of 'Description'. Get one student to choose an historical or fictional person who features in the book to describe them using only three statements. As a class, try and guess which person has been described, from which era they appear and why they are historically significant.

9. Choose your favourite cross-section of history from the book and an historical figure who features in it. Write a personal description based on your choice, for example, Black Athlete Jesse James from 'The 1930s'. Think about how they would describe what the world was like when they lived, as well as their feelings about the events taking place around them. Write your description as a diary entry, a paragraph or a poem.

10. Imagine you are a newspaper journalist sent to cover one of the historical events featured in the book. Choose an event to research and write a news article for a social media website or your local newspaper in a current, modern journalistic style. Think about what type of language, sentence and paragraph structure, headings, etc, you would use. Research and note how it differs from the style of journalism that would have been used in the period of time your event was from. List the main stylistic differences.

11. In groups, create mini-documentaries or short films of an historical era or event. Write a script, create costumes and find suitable locations in which to film. Have a screening of your creations for your class.

12. In a small group, choose a cross-section of history from the book and design a board game based on your choice. Write interesting facts question cards and/or directions on the board spaces to help the game progress. Using the cross-section 'Explorers from all periods' as an example, these could include: 'You help ambassador Zhang Qian expand the Silk Road. Move forward three spaces' or, 'You get mauled by a Bering Bear in Alaska. Move back five spaces'. Make playing pieces in the shape of some of the historical figures from your chosen cross-section of history. Create a pamphlet explaining the rules and how to play the game.

13. Choose a cross-section of history to investigate. Create a quiz of ten questions based on your findings. In pairs, after giving your partner five minutes to study and memorize your chosen historical era, ask them your quiz questions.

14. As a class, play a game of 'Categories'. First, as a class, think of and list categories, for example, scientific discoveries, natural disasters, types of human habitations, political figures, etc. In pairs, divide a piece of paper into four of the categories per game. Then, in a time limit of choice, each pair fills in as many things as they can for each category from an era chosen from the book. Once the time is up the pair with the most objects in each category wins. Make the game more challenging by getting each pair to eliminate any object that other pairs have also written down.

15. Imagine you have been commissioned to create the next cross-section of what may have happened in the world in the upcoming decade. Using the same design and layout as the book, create a double page spread of your take on 'future' world history! This may include, important scientific discoveries, technological advancements, influential figures, natural disasters, art and cultural events, human habitations, political situations, environmental issues, war and/or peace. Concentrate on your local area, country, continent or the world as a whole.



G E C K O P R E S S

16. Review the book for your favourite magazine or website. What do you like about the book? Why? What do you dislike about the book? Why? Consider the design, illustrations, information, writing style and quality of print production. Also include your personal opinion of the book and the age group you think it is suitable for. Give it a rating, such as stars or a number out of ten.