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TEACHING ACTIVITY # 1

PERIODIZATION

PURPOSE:

This activity is designed to provide students with a way to think about and review the concept of periodization. By working through the creation of reference charts and determining the characteristics of each era, students will develop the habits of mind to search for patterns and delineate the parameters that define each historical period.

DESCRIPTION:

In this activity, students will complete a series of reference charts that will allow them to conceptualize periodization for each time period they examine. The key task in this project is to document the emerging, defining, and receding features in each historical era. A reference chart for student use has been included as well as a guide for teachers to consider as they lead students through the experience. This activity can be used once during a unit, or repeated at various intervals during the course to trace periodization throughout time. Each reference chart is labeled so that students might compile tables from several units and store them for reference in a notebook. Keeping a notebook throughout the course can provide a constant, organized source for test review and essay writing. This will be especially helpful in preparing for the essays that ask students to compare eras and events across time periods.

GUIDED EXPERIENCES:

At the beginning of the course, teachers may wish to lead the students through the creation of the first periodization reference chart step-by-step. The key habit of mind is the learned ability to see historical patterns as they change or continue throughout history. Divide the class into groups of 2-3 students. Have each group search through the readings, class notes, and textbook to find historical patterns. Some ways to help them think about this process are to have students search for: the frequency, pattern, and usage of words; changes in art; differences in dress; cross-cultural commonalities and differences; signs of trade or interchange among cultures to determine what is valued in that era; governmental features; disease; and modes of communication and transportation. Once the groups have compiled their lists in their reference chart, have the groups remix throughout the class so that students are now in new groups with three students who all came from different groups. In these new groups, students can compare their charts and add or delete items. Finally, have all the students return to their original group to report back what they have learned and do one last run through their periodization reference chart.

The charting process also lends itself to the creation of a shared classroom reference chart for periodization. Once students have learned to watch for emerging, defining, and receding patterns, they can begin to monitor these patterns during their in-class and at-home readings. As an opening activity each day, students can participate in the creation of a classroom periodization chart. This can be done by enlarging the student chart onto a whiteboard, paper on the walls, or through projection with an overhead projector,

document camera, or computer. A brief classroom period of contribution and discussion of the readings and their implications for the chart provides an opportunity for periodic review of the readings and continued development of the ability to recognize and compare patterns in history. Applied Practice has included a completed teachers' reference chart with possible notations to be considered during these activities.

DEBRIEFING QUESTIONS:

What essay questions might be predicted?

What other eras of history have similar patterns?

What elements of this era can still be seen in recent history?

What group of people seems to provide the most information?

Revolution Rocks the Atlantic World: 1750 - 1850

Periodization Reference Chart

Receding	Defining	Emerging

Revolution Rocks the Atlantic World: 1750 - 1850

Periodization Reference Chart Teacher's Guide

Receding	Defining	Emerging
<p>Absolutism</p> <p>Dominance of the British Empire</p> <p>Enlightenment theories as philosophy and abstraction</p> <p>New areas of the globe for Europe to expand into</p> <p>Unquestioning acceptance of government authority</p> <p>Mercantilism</p>	<p>Revolutions: American, French, Haitian, Spanish</p> <p>Concept of ideals and rights move into attempted implementation</p> <p>Fledgling nations emerging (America, Haiti)</p> <p>Changing governments (France)</p> <p>French Dominance in Europe in the Age of Napoleon</p> <p>World power centralized in Europe</p> <p>Wars shifting borders/control in Europe</p> <p>Claims to colonies and lands shifting and changing</p> <p>Shifting economics</p>	<p>Period of shifting powers/borders in Europe</p> <p>Europe tries to balance power to avoid invasions and changes</p> <p>Economics affects the stability of governments</p> <p>Alliances as political tools</p> <p>Revolution Spreads: first Latin American, Europe and then Asia, Africa</p> <p>Question of who this new idea of equality includes</p>