

THE MILLENNIUM TIME LINE SYSTEM

COMPONENTS

The Millennium Time Line System Binder

One Millennium Time Line System Binder per student

The Millennium Time Line System Dividers

The First Millennium	Prior to 3001 B.C.
The Second Millennium	3000 B.C. to 2001 B.C.
The Third Millennium	2000 B.C. to 1001 B.C.
The Fourth Millennium	1000 B.C. to 0 B.C.
The Fifth Millennium	1 A.D. to 1000 A.D.
The Sixth Millennium	1001 A.D. to 2000 A.D.
The Seventh Millennium	2001 A.D. and Beyond

The Millennium Time Line System Time Lines

80 Time Line Pages, printed both sides 160 Time Line Pages

The Millennium Time Line System Forms

History Lesson Plan	40
Map	40
Project	10
Book Report	10
Essay/Report	10
Illustrations	10
Research Notes 1	10
Research Notes 2	10
Reading Questionnaire	40
Clippings Pocket	7

The Millennium Time Line System as Microsoft Word Document Templates

All of the forms and dividers that make up the Millennium Time Line System have been set up as Microsoft Word document templates (which are available on CD or by e-mail). Template owners may thus enter dates across the top of the time line pages and at the top right corner of the other forms, adjust the divider dates, add labels to the divider arrows, plot events on the time lines, and enter detailed information on the forms. Brief notes on how to use the templates are sprinkled throughout this commentary. (Watch for Ⓜ.) If you have purchased a document template version, PDF version, or reproducible version of the Millennium Time Line System, you have been licensed to make unlimited copies of its forms for your use only. Please respect our copyright and do not duplicate these materials for use outside of your own home or classroom.

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NOTES AND SUGGESTIONS

The Millennium Time Line System Dividers

The Millennium Time Line System has been designed to accomplish several purposes. Within this system the student will find forms upon which to record dates of events, plan and carry out projects and reports, write book reports and essays, draw or paste illustrations, record notes from personal research, write and/or answer questions, and do map work to support his historical studies. A special form for the teacher is included upon which to plan history lessons. There are also several envelopes in which to collect flat items for future use. All of these are included within a binder for safekeeping. The most visible items within the binder are the millennium dividers. (☞: Print these dividers on cardstock and put in plastic sleeves. You may need to trim the bottom of the divider pages.)

The first thing the teacher and student will notice is that the material in the Millennium Time Line System Binder is divided into seven sections, with informational dividers on the left and right sides enclosing the sections. Each divider on the left side indicates a millennium number (1 to 7) and applicable date range. Notice that the five middle millennia each have date ranges covering exactly 1,000 years—but the beginning and ending millennia are adjustable. They were created this way in order to accommodate various views of recorded history. Obviously, the seventh millennium will have far fewer than 1000 years, since it has only just begun! Students should plot those events that have already occurred in the seventh millennium, then add current events as they occur or as historical events when studying them later on.

There is a great deal of controversy about the beginning date of recorded history. Our view is that God created the world approximately six thousand years ago and the time line should begin at 4004 B.C. Others prefer a creation date of around 8500 B.C. or 11000 B.C. and some people prefer to extend this millennium section even further. We have therefore labelled the first millennium section divider "Prior to 3001 B.C." (rather than giving a beginning number) so that a student may begin his time line at whatever year he wishes. This section of the binder may therefore cover a date range of more (or less) than 1000 years.

The dividers on the right side provide spaces for the teacher or student to print up to seven category labels for logging events on the time line. S/he should label these right-side dividers to suit the student's particular needs. Categories that would be appropriate to a study of Canadian history following a study of Biblical and Church history, for example, might include the categories in the first column, below. Other possibilities follow. (☞: Type these vertically.)

BIBLE/CHURCH	AUSTRALIA	EXPLORATION	ART	GENERAL HISTORY
Non-EUROPE	ASIA	SCIENCE	MUSIC	BIBLICAL/CHURCH HISTORY
EUROPE	EUROPE	INVENTION	LITERATURE	ART HISTORY
FRANCE	AFRICA	MATHEMATICS	ARCHITECTURE	SCIENCE HISTORY
BRITAIN	SOUTH AMERICA	TRANSPORTATION	RELIGION	POLITICAL HISTORY
U.S.A.	NORTH AMERICA	COMMUNICATION	LANGUAGE	INTELLECTUAL HISTORY
CANADA	ANTARCTICA	WAR	CULINARY ART	

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The Millennium Time Line System Time Lines

The purpose of the Time Line pages is, of course, to plot events and people of history in graph form so that one may see the order in which events occurred, which events were happening at the same time, and how events affected each other and the future. There were times when not much recordable activity was going on, but other times were extremely busy! To accommodate these fluctuations in activity and also the differences in the amount of detail the teacher may wish her student to plot, the date spaces across the top of the Time Line pages have been left blank. The teacher should decide how much space to allot to decades or centuries—or even years—and write her dates in those spaces. Consecutive date spaces, for example, could say "1900" and "1910" if one allows 10 years per section; or "1900" and "1920" if one allows twenty years per section. (☞: Type in your dates and create your own masters.)

Note that there are 25 sections, marked by small *'s and Δ's, on each Time Line page (counting both sides.) Enough Time Line pages (80 pages = 160 sides) have been provided to enable one to follow this scale:

The First Millennium	10 - 25 years per section	10 pages
The Second Millennium	10 years per section	4 pages
The Third Millennium	10 years per section	4 pages
The Fourth Millennium	5 years per section	8 pages
The Fifth Millennium	5 years per section	8 pages
The Sixth Millennium	1 year per section	40 pages
The Seventh Millennium	1 month per section	6 pages

A teacher who wishes to use a consistent scale throughout The Millennium Time Line System rather than this paper-saving plan may purchase extra Time Line pages. This would allow her student to go into quite a bit of detail in future historical studies.

It would be a good idea to colour-code the date spaces with a different colour for each millennium--and record the colours and their meanings on a legend--so that one will have an immediate visual reminder, wherever one turns in the binder, that the time scale has changed. (☞: Fill the little date boxes with colours of your choice.)

The Time Line pages have been designed to allow the student to record information about events that occurred at the same time in several different categories, as described above. To plot an event, the student should enlarge a dot on the appropriate graph line and print a short caption below it. He may also wish to illustrate the Time Line pages with small drawings or stickers--but shouldn't get carried away with this. He should leave plenty of room for future additions! (☞: Click just below the appropriate section dot [* or Δ] and a small text box will appear. Text will automatically be centred within the box. If necessary, move the box to the right or left to place it in the exact position and delete or resize the box it supercedes.)

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The Millennium Time Line System Forms

Probably the first thing the teacher and student will notice about the Millennium Time Line System forms is that they are similar in appearance and format. All of them have a faint grid as a background. These were put there to help the student write or print neatly and to line up columns of information or draw neat boxes—whatever he needs to do. He should not feel compelled to write or print tiny letters! The lines are light so that a teacher or student could use some and ignore others easily. Oh, by the way—since even the best laid plans of mice and men are sure to go awry, the student and teacher should use pencils and keep erasers handy! (☞: Format the text boxes to have “no fill” if you do not need these grids.)

All of the forms have two sides, so that each piece of paper will be used for only one date or date range. This will make it possible for the student to file all of his work in chronological order. Some forms allow room for the student to add small drawings, maps or graphs, etc., to assignments. Some forms have a self-evaluation form on the back so that the student can evaluate his own work. An Illustrations form is provided in case the student wishes to add large illustrations or groups of small, related illustrations to assignments; however, some forms have an “Illustrations” page on the back for this purpose. Map forms are provided for geographical work; these have space for maps to be inserted or drawn on the front and assignment guides on the back. All of the forms can be used as cover pages or title pages when additional paper needs to be used. Keep reading for specifics about each of these forms. (☞: Turn off “insert” when completing the forms in order to avoid pushing text off the bottom of the page. Also, be careful not to overwrite the existing text.)

The teacher and student will also notice that every form bears a Copyright statement. There should be enough forms included in the Millennium Time Line System package to accommodate one year of study for one student. Additional packages of forms may be purchased to expand a student’s study in subsequent years; they just need to be added to this binder. We recognize that since no two students do exactly the same number and type of assignments, some may need one or two additional forms occasionally just to complete the year’s study. Therefore we have provided a statement of permission to make up to 5 photocopies of each form for student use only. This statement is printed on the back of the last divider. (☞: Purchase of the Millennium Time Line System on CD or by e-mail licenses the user to print unlimited copies for her own use only.)

The teacher and student will notice a title and date spaces at the top of each of the Millennium Time Line System forms. They are designed to cross-reference the forms to entries on the time line itself. Each time a student begins to use a form he should be sure to list the date (e.g. 1492) or date-range (e.g. 1914-1918) that is on the time line for the event he is studying. If he is colour-coding his time line pages, he should be sure to colour-code these date spaces to match. If he uses additional notepaper, he should attach it to the form. He should file the completed forms for each millennium in chronological order before the time lines in that section—or file them all together in chronological order at the back of the binder. The teacher may wish to file the History Lesson Plan forms in a separate binder. (☞: Type in dates and fill in colours. If you are keeping all of the forms on the computer, be sure to name them in a

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consistent manner. Using 8-digit date ranges at the beginning of titles will ensure that the computer will file them in chronological sequence. Be careful to use zeroes at the beginning of numbers less than 1,000 (e.g. 0038-0120, and 0900-1100). It would be a good idea to open a folder for each millennium so that you do not need to add B.C. or A.D. to the file names.)

As a student's historical studies proceed, he will gradually fill up his Millennium Time Line System binder. There is no end to the information that may be put into it, and it will always be a source of information for him—a creation he has made for himself! A student should never stop adding information whenever he finds it. If necessary, his teacher should buy a larger binder for him!