

- targeted
- adaptable
- Primary
- Intermediate
- Middle
- Senior

Impact timeline

visually demonstrating the sequence and span of related events and show the impact of these events

Learning outcomes

- identify relevant and significant events
- create an informative time scale
- visually represent the sequence, span and impact of events

Introduce

Interpret a timeline

- Draw the timeline below on a board and invite students to answer the suggested question.

Student activity

Jim's travels

Possible responses

- Jim is 7 years old.
- Jim moved 3 times during his life.
- The longest he lived anywhere was 3 years.
- Jim has seen 4 European countries.

What can you learn from this visual?

- If necessary, prompt students with questions such as the following:
 - How old is Jim?
 - What country did Jim live in the longest?
 - How often did Jim move?
 - When did Jim visit Spain?
- Following the discussion explain that *Jim's travels* is a timeline, a visual way to represent information, and that in this lesson they will be learning how to create a particular type of timeline.

Find the flaws

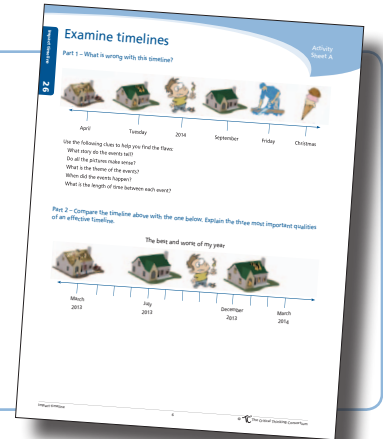
- Provide students with a copy of *Examine timelines Part 1* (Activity Sheet A) or project the image for students to see.
- Suggest to students that this is another student's attempt to create a timeline. Invite students to talk with a partner and find the flaws in the timeline. Point out that the questions provide clues for finding the flaws. Following student discussion, invite students to share their ideas about what is wrong with this timeline. Record student ideas on the board. Invite students to suggest an order for the pictures that might make sense. Note that there are several options for arranging the pictures once the insignificant picture of the man sawing wood and the irrelevant picture of the ice cream cone are removed.



Student activity

Possible responses

- The pictures are in the wrong order.
- Some pictures do not belong.
- The time labels use different descriptors and do not make sense.
- The distance between the times is not consistent.



Develop criteria

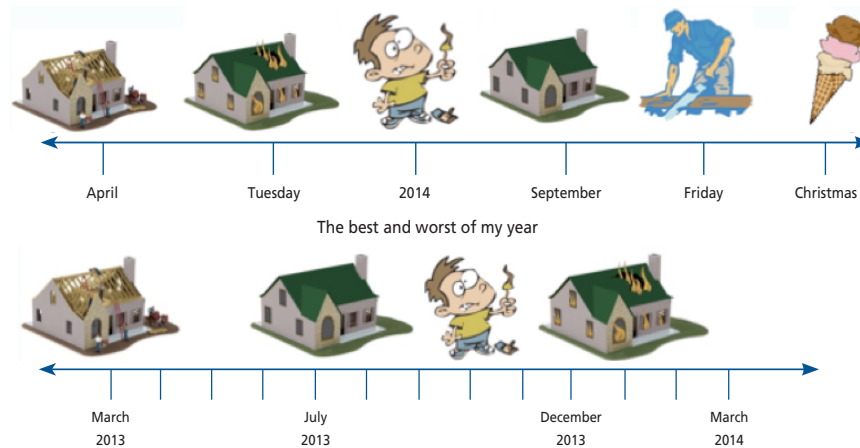
- Provide students with a copy of *Examine timelines Part 2*. Ask students if the sequence makes sense. Suggest that the picture of the boy with matches could mean that he was caught playing with matches or started playing with matches at this time. Invite students to identify the three most important qualities of an effective timeline. Based on the discussion develop criteria for an effective timeline.

Student activity

Compare the two timelines and identify the three most important qualities of an effective timeline.

Possible criteria

- events are relevant to a theme
- events are significant
- time scale is constant



Consider the impact

- Explain to students that a timeline can be used for different purposes. Invite students to consider the revised timeline and rate the impact of the events on the family who owned the house. Provide students with the rating system suggested below and model rating one of the events. Encourage students to consider the possible consequences of each event and think about a variety of impacts (e.g., social, emotional, financial, physical) when determining their rating. Instruct students to discuss their ideas with a partner and mark the rating under each event in the timeline. When students have completed their ratings, invite them to share their decisions with the class and explain their thinking.

Student activity

Rate the impact of each event in the timeline.

-2	-1	0	+1	+2
very negative impact	somewhat negative impact	neutral	somewhat positive impact	very positive impact

Explore**Create a timeline**

- Organize students in groups of four and provide each group with a copy of *Timeline dates* and *Timeline events* (Activity Sheets B and C). Instruct students to cut out the cards on both activity sheets. Take students to a gym or playing field. Explain to students that they are going to create a timeline by walking distances.

Student activity

Create a 150 year timeline using the following scale:

1 large step = 10 years

- Place "Today" at the beginning of the timeline.
- Figure out how far to step back for "Today" to 2010.
- Continue to pace the timeline and place a date card every 10 years.
- Place the event cards in the correct place on the timeline.



- Help students figure out where their timeline will begin and to calculate how far they need to step back from "Today" to 2010. Support students in following the steps outlined above.
- As a class determine an appropriate title for the timeline. NOTE: If it is not possible to take students outside, adjust the scale (e.g., 1 foot length = 10 years) and conduct the activity in the classroom.

Choose a scale

- Instruct students to draw three timelines on a piece of paper and mark each one with a different scale as indicated below. Guide students in a discussion of the pros and cons of each scale. As a class, identify the things to consider when determining a scale (e.g., number of years to represent, line length, ability to display events).

Student activity

Draw 3 lines to create timelines of your life.

Mark each one with a different scale:

10 cm = 1 year

5 cm = 1 year

2 cm = 1 year

What are the pros and cons of each scale?

What do you need to consider when determining a scale for a timeline?

Create a scale

- Invite students to create a scale for each suggested timeline. As students suggest various options encourage them to explain how they arrived at their decisions. Present the following situations to students:
 - 1) If you used a line 36 cm long to represent 8 years, what scale would you use? Model with students the process of dividing the length of the line by the number of years to determine the scale.
 - 2) If you needed to represent 20 events over 300 years how long should your timeline be and what scale would be most effective?

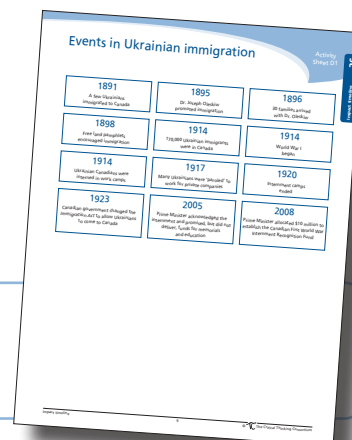
Student activity

Talk with a partner. What scale might you use for each of the following events?

- A day in your life
- The history of your school
- The Canadian space flight history from 1960

Create an impact timeline: select events

- Explain to students that they are now going to create an impact timeline depicting events in the first wave of Ukrainian immigration to Canada. Provide students with a copy of *Events in Ukrainian immigration* (Activity Sheet D). Invite students to work with a partner and identify the eight most significant and relevant events. Instruct students to cut out the events.



Student activity

Read the 12 events provided.

Talk with a partner and decide which 8 events are most relevant and significant.

Create an impact timeline: determine a scale

- Cut 8 ½ x 11 sheets of paper in half to create strips 4 ¼ x 11. Provide each pair of students with 3 strips of paper. Instruct students to glue or tape the strips together to create a long strip of paper to make their timeline. Guide students in determining the best scale for their timeline. Remind them to consider the number of years the timeline will span and the length of their timeline. Instruct students to complete their timeline.

Student activity

Determine a scale.

- Determine the number of years your timeline will span.
- Draw your timeline.
- Determine a scale that will fit your timeline and allow you to position the selected events.

Complete the timeline

- Mark the scale on the timeline.
- Record the dates on both ends of the timeline.
- Order the events. Events can be placed above and below the line.

Consider the impact

- Explain to students that they will now consider the impact of each event on the Ukrainian people and mark their rating under each event. Remind students to think about social, emotional, physical and financial consequences of each event. Encourage students to explain their decision.

Student activity

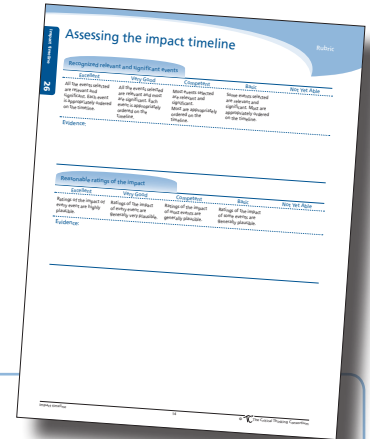
Rate the impact of each event in your timeline on the Ukrainian people.

-2	-1	0	+1	+2
very negative impact	somewhat negative impact	neutral	somewhat positive impact	very positive impact

Reflect

Assess the timeline

- Invite students to review their timeline and self or peer assess to determine how well the requirements and criteria have been met. Encourage students to revise their timeline based on the feedback received. After students have received feedback on several attempts to create impact timelines, use the rubric to evaluate their competence.



Student activity

Does your timeline meet these requirements?

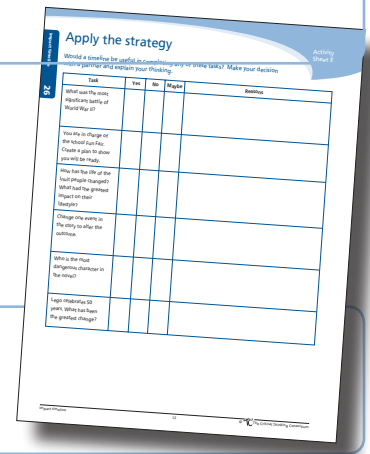
- informative title
- appropriate scale
- neat presentation

How well did you meet the criteria?

- recognized relevant and significant events
- reasonable rating of impact

Consider possible use

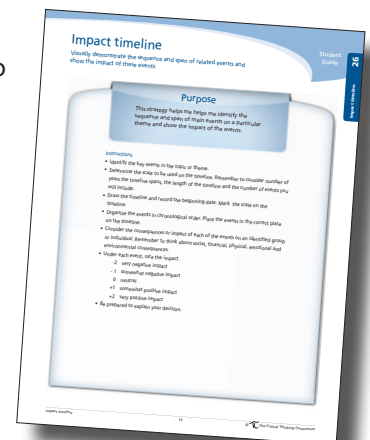
- Provide students with a copy of *Apply the strategy* (Activity Sheet E). Invite students to work with a partner and discuss which of the suggested tasks might be suitable for applying the timeline strategy.



Student activity

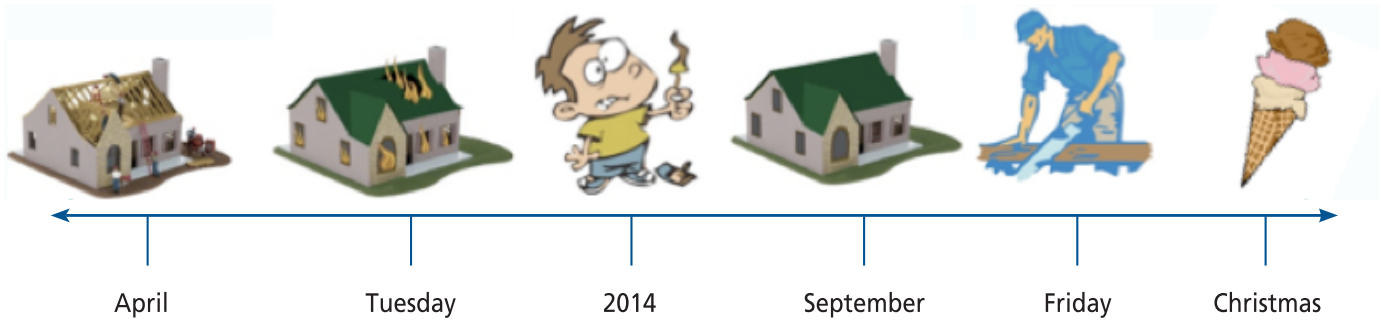
Would a timeline be useful in completing any of these tasks?

- Remind students to provide reasons for their decision. Discuss student responses and, as a class, identify types of tasks that lend themselves to the use of a timeline. Remind students that the use of a timeline should be efficient, not just possible. Encourage students to offer other situations when a timeline might be useful.
- Provide students with a copy of *Student Guide*. Explain that this resource is designed to help them remember how to create an impact timeline and use the strategy independently. Suggest to students that there are many types of timelines and that showing impact is just one way to use a timeline. If appropriate, show students images of other types of timelines.



Examine timelines

Part 1 – What is wrong with this timeline?



Use the following clues to help you find the flaws:

What story do the events tell?

Do all the pictures make sense?

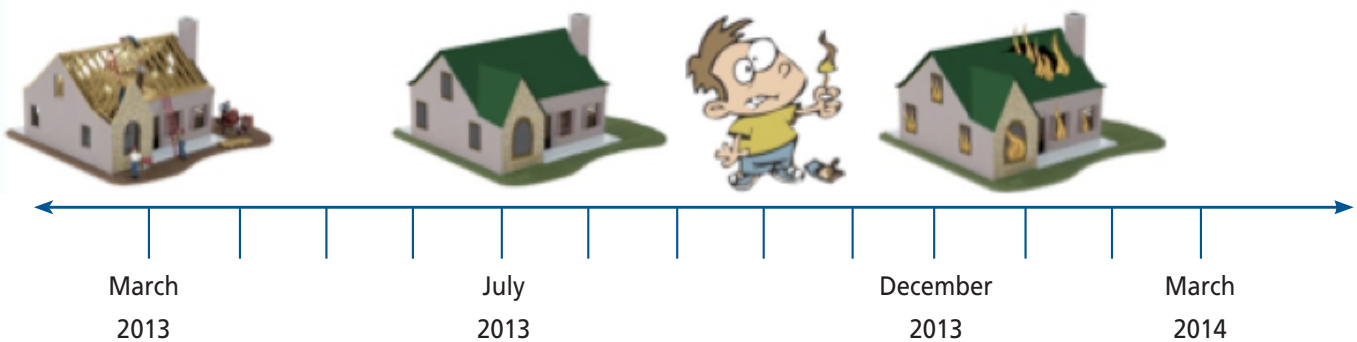
What is the theme of the events?

When did the events happen?

What is the length of time between each event?

Part 2 – Compare the timeline above with the one below. Explain the three most important qualities of an effective timeline.

The best and worst of my year



Timeline dates

Today	2010	2000	1990
1980	1970	1960	1950
1940	1930	1920	1910
1900	1890	1880	1870
1860			

Timeline events

<p>1867</p> <p>Confederation (Quebec, Ontario Nova Scotia, New Brunswick)</p>	<p>1870</p> <p>Manitoba joins Canada</p>	<p>1885</p> <p>Canadian Pacific Railway is completed</p>
<p>1870</p> <p>Northwest Territories joins Canada</p>	<p>1898</p> <p>Yukon Territory is created</p>	<p>1871 & 1873</p> <p>BC and Prince Edward Island join Canada</p>
<p>1905</p> <p>Alberta and Saskatchewan are created</p>	<p>1949</p> <p>Newfoundland joins Canada</p>	<p>1999</p> <p>Nunavut is created</p>

Events in Ukrainian immigration

1891

A few Ukrainians
immigrated to Canada

1895

Dr. Joseph Oleskiw
promoted immigration

1896

30 families arrived
with Dr. Oleskiw

1898

Free land pamphlets
encouraged immigration

1914

170,000 Ukrainian immigrants
were in Canada

1914

First World War
began

1914

Ukrainian Canadians were
interned in work camps

1917

Many Ukrainians were 'paroled' to
work for private companies

1920

Internment camps
ended

1923

Canadian government changed the
Immigration Act to allow Ukrainians
to come to Canada

2005

Prime Minister acknowledged the
internment and promised, but did not
deliver, funds for memorials
and education

2008

Prime Minister allocated \$10 million to
establish the Canadian First World War
Internment Recognition Fund

Description of events

1891

A few Ukrainians
immigrated to Canada

Two Ukrainian farmers, Vasyl Eleniak and Ivan Pylypiw, arrived in Montreal on September 7, 1891. They were drawn to Canada by reports of favourable farming conditions that would allow them to begin new lives. Their move to the fertile Canadian west encouraged others to follow. This began a period of immigration from Western Ukraine, which was situated in the Austro-Hungarian empire, to Canada.

1895

Dr. Joseph Oleskiw
promoted immigration

Ukrainians were also in search of farming opportunities in Brazil at the turn of the 20th century. However, Ukrainian immigrants faced many hardships and struggles in Brazil. This prompted Dr. Joseph Oleskiw to explore other alternative destinations. He concluded that the Canadian prairies were the best fit for Ukrainian farmers. He communicated his findings by writing two pamphlets in Ukrainian, "On Free Lands" in spring of 1895, and "On Emigration" in December 1895. Immigration of Ukrainians to Canada began to grow following the publication of these pamphlets.

1896

30 families arrived with
Dr. Oleskiw

Dr. Oleskiw personally selected thirty families to accompany him to Canada. Among them was his brother, Vladymier, who assisted Oleskiw on the long journey. They arrived in Quebec City on April 30, 1896, but the majority of these newcomers settled in Edna, Alberta. 1896 also marks the beginning of a period that historians refer to as the "first great wave of immigration" to Canada. Between 1896 and 1911, roughly 2.5 million newcomers arrived in the new Dominion. A significant proportion of new immigrants arriving in Canada were Ukrainians.

1898

Free land pamphlets
encouraged immigration

Ukrainians were actively recruited by the government of Canada, which was in search of labour to feed its growing resource and agricultural sectors. Pamphlets advertising free lands were distributed to Ukrainians, who were considered by the Canadian government as the ideal farmers needed to develop the fertile agricultural lands of Canada's prairies. As Clifford Sifton, Minister of the Interior responsible for Immigration, said: *"When I speak of the quality I have in mind... I think a stalwart peasant in a sheep-skin coat, born on the soil, whose forefathers have been farmers for ten generations, with a stout wife and a half-dozen children, is good quality."*

1914

170,000 Ukrainian immigrants
were in Canada

During the first wave of Ukrainian immigration to Canada between 1891 and 1914, roughly 170,000 Ukrainians, the majority of whom had been peasant farmers, arrived in search of free land. Most settled in Manitoba and areas of the Northwest Territories that in 1905 became the provinces of Alberta and Saskatchewan. Ukrainian settlers arriving during this period did not receive financial assistance from the government and experienced many struggles and challenges in their new homeland.

1914

First World War began

Also referred to as the Great War, the First World War began on July 28, 1914 and ended on November 11, 1918. It was one of the most destructive wars in history, with over 9 million casualties. While it is referred to as a world war, it largely centred around European empires competing for power and resources around the globe. These empires were divided into two opposing camps; the Triple Entente consisted of England, France and Russia, and the Triple Alliance included Germany, Austria-Hungary and Italy. This war would have a huge effect on Ukrainians living in Canada in ways they could not have known when they left their homeland in search of a better life in Canada.

1914**Ukrainian Canadians were interned in work camps**

Having emigrated from territories under the control of the Austro-Hungarian Empire, Canada's adversary during the First World War, Ukrainians came under increasing suspicion. As wartime fears grew, many Canadians believed that immigrants that had arrived from countries that Canada was at war with were a threat. They were labeled as "enemy aliens," stripped of their rights and placed in work camps, where they were required to do forced labour under very harsh conditions. This resulted in the internment of 8,579 Canadians labeled as "enemy aliens." Over 5,000 were Ukrainians.

1917**Many Ukrainians were "paroled" to work for private companies**

While the war came to an end in 1917, the mistreatment of Ukrainians did not. With many Canadian men abroad fighting the war, there was a huge shortage of farm workers in 1917. This led the government to parole nearly all of the internees. This meant that local farmers gained control/custody of many parolees. They were usually paid 20 cents per hour, with 50 cents a day deducted for room and board. Other parolees were sent as paid workers to railway gangs and mines. While parolees were no longer in camps and earned a salary, they still lacked many rights that other Canadians had and they were unfairly treated.

1920**Internment camps ended**

Three years after the First World War had ended, the last internment camp closed in Kapuskasing, Ontario. Some suggest that the camps continued after the war because governments and private companies benefited from the cheap labour. While internment of Ukrainians came to an end, the pain and suffering these years caused had a significant impact on the community. Many internees suffered years of harsh living and working conditions. 109 internees died of various diseases and injuries, six were killed while trying to escape, and some were so psychologically traumatized by their experience in the camps that they committed suicide.

1923**Canadian government changed the *Immigration Act* to allow Ukrainians to come to Canada**

The change to the *Immigration Act* began a second wave of Ukrainian migration to Canada after 1923. Approximately 70,000 Ukrainians from war torn areas arrived in Canada from 1924 to 1939. Unlike the Ukrainian immigrants who came at the turn of the 20th century (first wave) seeking free land, the majority of Ukrainian immigrants in the 1920's became workers in the growing industries in Ontario and Quebec. Some Ukrainian professionals and intellectuals were also allowed into Canada, a few of which later became leaders in the Ukrainian Canadian community.

2005**Prime Minister acknowledged the internment and promised, but did not deliver, funds for memorials and education**

Since 1985, individuals and organizations in the Ukrainian community sought official acknowledgement (recognition) and redress (to make up for past wrongs) of First World War internment. This led to the development of a campaign that focused on the government's moral, legal and political duty to redress the historical wrong. The first step of this process was achieved when Bill C-331 (the "Internment of Persons of Ukrainian Origin Recognition Act") was passed on November 25, 2005. For the first time, this act, and the Prime Minister of Canada, officially acknowledged that persons of Ukrainian origin were interned in Canada during the First World War. It also began the process in which the Canadian government was legally required to negotiate "an agreement concerning measures that may be taken to recognize the internment" for educational and commemorative projects.

2008**Prime Minister allocated \$10 million to establish the Canadian First World War Internment Recognition Fund**

The interest earned on the \$10 million Canadian First World War Internment Recognition Fund is used by the Fund's Endowment Council to support projects that recognize and commemorate the experience of thousands of Ukrainians and other Europeans interned between 1914-20. The funds are used to support educational and cultural activities that keep alive the memory of those who suffered during Canada's first national internment operations.

Apply the strategy

Would a timeline be useful in completing any of these tasks? Make your decision with a partner and explain your thinking.

Task	Yes	No	Maybe	Reasons
What was the most significant battle of World War II?				
You are in charge of the school Fun Fair. Create a plan to show you will be ready.				
How has the life of the Inuit people changed? What had the greatest impact on their lifestyle?				
Change one event in the story to alter the outcome.				
Who is the most dangerous character in the novel?				
Lego celebrates 50 years. What has been the greatest change?				

Impact timeline

Visually demonstrate the sequence and span of related events and show the impact of these events

Purpose

This strategy helps me identify the sequence and span of main events on a particular theme and show the impact of the events.

Instructions

- Identify the key events in the topic or theme.
- Determine the scale to be used on the timeline. Remember to consider the number of years the timeline spans, the length of the timeline and the number of events you will include.
- Draw the timeline and record the beginning date. Mark the scale on the timeline.
- Organize the events in chronological order. Place the events in the correct place on the timeline.
- Consider the consequences or impact of each of the events on an identified group or individual. Remember to think about social, financial, physical, emotional and environmental consequences.
- Under each event, rate the impact.
 - 2 very negative impact
 - 1 somewhat negative impact
 - 0 neutral
 - +1 somewhat positive impact
 - +2 very positive impact
- Be prepared to explain your decision.

Assessing the impact timeline

Recognized relevant and significant events

Excellent	Very Good	Competent	Basic	Not Yet Able
All the events selected are relevant and significant. Each event is appropriately ordered on the timeline.	All the events selected are relevant and most are significant. Each event is appropriately ordered on the timeline.	Most events selected are relevant and significant. Most are appropriately ordered on the timeline.	Some events selected are relevant and significant. Most are appropriately ordered on the timeline.	

Evidence:

Reasonable ratings of the impact

Excellent	Very Good	Competent	Basic	Not Yet Able
Ratings of the impact of every event are highly plausible.	Ratings of the impact of every event are generally very plausible.	Ratings of the impact of most events are generally plausible.	Ratings of the impact of some events are generally plausible.	

Evidence: