

World GeoHistoGram™

WEST

Americas

Europe

Africa

Middle

C&S Asia

E Asia

EAST

Oceania

2000 CE

Topics for the GeoHistoGram

1500 CE

The GeoHistoGram is a teacher-tested, neurologically sound framework to help students remember geographical and historical facts.

1000 CE

The key idea is that the diagram is not the only or even a preferable way to present a particular kind of knowledge, but it is a terrific way to organize knowledge. By marking (or even just pointing) to a particular place on the GeoHistoGram as they think about a fact, students encode a general idea of its position relative to other facts, even though they may not remember the precise date and place. For that reason, the GeoHistoGram is especially valuable if used frequently, often for only a few minutes at a time, to help put new facts into perspective. Occasionally, however, it can also serve as the basis for a class activity, as outlined on these pages. Each time a student adds something to the diagram, it reinforces the knowledge that has already been entered, by providing both a visual review and another set of links to help solidify the memory. See the Powerpoint introduction in this folder for additional background and application ideas.

500 CE

CE

BCE

The activities on the following pages were developed as examples by teams of teachers and scholars on the GeoHistory Project. This project was administered by the Michigan Geographic Alliance, with collaborators in Texas, Mississippi, and New York, and funding from the National Geographic Society. For more information about additional products from this project, check the website of the Michigan Geographical Alliance or email mga@cmich.edu.

1000 BCE

In addition to the topics suggested in the following activity pages, teachers and students in specific grades or schools can add many other themes to the GeoHistoGram. These additional topics might include major paintings, sculptures, or musical compositions (especially ones with strong cultural or political implications, such as the Drinking Gourd song or Sibelius' Finlandia), sports, styles of dress or food, significant battles, notable speeches or writings, landmarks in women's rights, scientific discoveries, endangered species, pollution events, diseases, bridges or canals, etc. In short, the scope of the GeoHistoGram is limited only by your imagination and the topics in your state curriculum. Each time a topic is added, the GeoHistoGram helps students see how that topic is related to other topics already covered (such as empires, inventions, or religions)

2000 BCE

3000 BCE

4000 BCE

5000 BCE

6000 BCE

7000 BCE

2000 CE

Basic Structure of the GeoHistoGram

A timeline is a way to visualize when and where something occurred. It can also tell you what else was going on in the world at the same time. Unfortunately, timelines in books often try to show too many details at once. To help us organize information, we will use a simple form to record different kinds of information at different times.

1500 CE

- The horizontal lines indicate dates. The oldest dates are near the bottom of the diagram. They are crowded together because we do not know as much about what happened way back then. The timeline "stretches" as we get closer to the present. That lets us show more of the details that still influence our lives today.
- The long vertical boxes show major world regions. They are arranged in rough geographical order from west to east. In the middle is an area in modern-day Iraq, Israel, Jordan, Lebanon, Syria, and Turkey. This area has been called the Fertile Crescent and the Crossroads of History. It is where farming first began, iron tools were first made, and cities were first built. It has also been an area of conflict for thousands of years, right up to the present day.

1000 CE

500 CE

To give you a better idea how to use the GeoHistory Diagram, let us add eight key events.

CE

BCE

1000 BCE

2000 BCE

3000 BCE

4000 BCE

5000 BCE

6000 BCE

7000 BCE

1. People first began planting crops for food in the area that is now called Turkey and Iran. This happened about 8000 years BCE ("Before the Common Era," the "Year One" that people use for calendars). Draw a small oval to represent a wheat seed in the Middle column about 8000 years ago.
2. The idea of farming spread to southern Europe by 7000 BCE. Draw another small oval in the Europe column at that time. Later, you will add symbols to the timeline to show how farming spread to other regions of the world.
3. The Great Pyramids of Egypt were built about 2500 BCE. Draw a pyramid on the right-hand side of Africa column about 2500 BCE. Later, you will add other globally important buildings to the diagram.
4. A Roman fleet crossed the Mediterranean Sea in 125 BCE and captured Carthage in northern Africa. This was a key event in the spread of the Roman Empire. Draw a horizontal line from the Europe column to the Africa one, just below the BCE/CE line. Later, you will add other invasions to the diagram.
5. The Prophet Muhammad traveled to Mecca in the year 622CE. His trip marks the Year One in the Islamic calendar. Draw a crescent in the middle column at 622CE. Later, you will add other key religious dates to the diagram.
6. Gunpowder was invented in China about 850 CE. Draw a small explosion in the second column from the right, a little bit below the line for the year 1000. Later, you will add other important inventions to the diagram.
7. Columbus sailed from Spain to the Americas in 1492. Draw a line to show that "bridge" between continents. Later, you will add other important travels.
8. The United States became an independent country in 1776. Draw a star at the appropriate place in the Americas column to note that event.

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2000 CE

1500 CE

1000 CE

500 CE

CE

BCE

1000 BCE

2000 BCE

3000 BCE

4000 BCE

5000 BCE

6000 BCE

7000 BCE

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Key Reference Points on the GeoHistoGram

A GeoHistory Diagram is a way to visualize when and where something occurred.

It can also tell you what else was going on in the world at the same time.

Unfortunately, timelines in books often try to show too many details at once. Worse, they often do not show some of the information we already know. This is unfortunate, because this is the background knowledge that we can use to put new information in perspective.

In this activity, you will add some of your own information to the diagram. Remember:

- The horizontal lines indicate dates, in thousands of years. The oldest dates are near the bottom. The timeline gradually "stretches" as it gets closer to the present. That allows it to show more of the recent details that still influence our lives.
- The vertical columns show the major world regions. They are arranged in rough geographical order from west to east. In the middle is the area where farming first began, iron was first made, and cities were first built. It also has been an area of conflict for many thousands of years, right up to the present day.

1500 CE

1000 CE

500 CE

Make a list of five key events that you already know well. Try to think of events that happened in different parts of the world and at very different times:

What Happened

When It Happened

Where It Happened

CE

BCE

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

1000 BCE

Put a letter or symbol at the appropriate place on your GeoHistoGram to indicate each of those events. For example, you might know that gunpowder was invented in China about 850 CE. To show that, draw a small explosion below the 1000 CE line in the second column from the right. The graph can now help you remember other facts about East Asia, because symbols for those facts will be higher or lower in the same column.

2000 BCE

3000 BCE

4000 BCE

5000 BCE

6000 BCE

7000 BCE

Now comes the harder part: pick five more events to put in some of the "empty" parts of your space-time form. You may need to do some research to help you locate events that you consider important. For example, suppose that your graph has no symbol anywhere in the lower left quarter. You might do a textbook, almanac, or internet search to find an easy-to-remember fact that you can show in that area. One possibility would be a letter M in the Americas box to show the start of the Mayan civilization in Mexico about 600 BCE.

Remember, your goal is to have ten well-scattered space-time points to help you organize new information in a way that makes it easier to remember.

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Empires and Rulers in Different World Regions

A GeoHistory Diagram is a way to visualize when and where something occurred, and what else was going on in the world at that time. To keep the timeline from getting too complex, we will use this form to record different kinds of information at different times.

- The horizontal lines indicate dates, in thousands of years.
- The vertical columns show the major world regions.

1500 CE

Within each region are some shapes that represent empires. The shapes are wider at times when the empire controlled more territory. Write an appropriate word - pink, orange, yellow, green, blue, or purple - on each line below to show what color the diagram uses to show each empire described below:

Americas:

1000 CE

- pink South America, with villages for a long time and the Inca empire after 1000 CE
- blue United States, as a colony in the 1600s and an independent country after 1776
- green Central America, with several empires over more than two thousand years

Europe:

500 CE

- _____ Greece, an empire that briefly extended a long way into Central Asia
- _____ The Holy Roman and Hapsburg empires in central Europe after 900 CE
- _____ Britain, islands with a long history and a global empire in the late 1800s

Africa:

CE
BCE

- _____ Ghana, Mali, and Songhai empires in West Africa from about 800 to 1600 CE
- _____ Egypt, with several kingdoms that started way back about 3000 BCE
- _____ Zimbabwe, a short-lived but important empire in south Africa after 1000CE

Middle:

1000 BCE

- _____ Mesopotamia, location of many of the world's first empires
- _____ The Hebrew kingdom, at an important crossroads about 1000 BCE
- _____ The Persian empire, 600-400 BCE, one of the first multi-region empires
- _____ Various emirates and Khanates from about 900 to 1500 CE

Mid Asia:

2000 BCE

- _____ Russia, a huge but cold area that became an empire after 900 CE
- _____ the Indus Valley, site of an important civilization before 2000 BCE
- _____ India, with a number of different empires and rulers over 3000 years of history

3000 BCE

East Asia:

4000 BCE

- red Japan, islands that developed powerful empires after about 1600
- _____ China, a large area ruled since at least 1500 BCE by a long series of dynasties
- _____ Korea, with several different empires before and after 1000 CE

5000 BCE

6000 BCE

7000 BCE

Oceania:

- _____ Indonesia, islands with several empires before contact with European sailors
- _____ Australia, like the U.S., a very recent country in a long-occupied area
- _____ other islands, with individual histories but no major empires

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Major Historical Eras on the GeoHistoGram

A GeoHistory Diagram is a way to visualize when and where something occurred. It can also tell you what else was going on in the world at the same time.

In this activity, you will add some historical information to the diagram. Remember:

- The horizontal lines indicate dates, in thousands of years. The oldest dates are near the bottom. The timeline gradually "stretches" as it gets closer to the present. That allows it to show more of the recent details that still influence our lives.
- The vertical columns show the major world regions. They are arranged in rough geographical order from west to east. In the middle is the area in southwest Asia where farming first began, iron tools were first made, and cities were first built.

1500 CE

1000 CE

According to the guidelines of the Michigan Department of Education, the history of the world can be divided into 8 major eras:

500 CE

1. beginnings - 4000 BCE the beginning of human society
2. 4000 BCE - 1000 BCE early civilizations and cultures
3. 1000 BCE - 300 CE classical traditions and major empires
4. 300 CE - 1500 CE expanding hemispheric interactions
5. 15th - 18th centuries first global age
6. 1776 CE - 1914 CE age of global revolutions
7. 1900 CE - 1945 CE global crisis and achievement
8. 1945 - Cold War and its aftermath

CE

BCE

1000 BCE

Part 1: Draw horizontal lines in the appropriate positions on the GeoHistoGram to separate these eras. Write the name of each era in the correct space between your lines.

Part 2: Select two or three key events that you associate with each era. Put a dot at the appropriate position on the GeoHistoGram to represent each of your selected events. Then label the event with its name (or a number keyed to a separate list, if you prefer).

2000 BCE

Part 3: Select seven key events that you think mark the divisions between these eras. For example, you might choose the division of the Roman Empire into two parts (with capitals at Rome and Constantinople) as the event that marks the end of the classical empires era and the beginning of the hemispheric interaction era.

3000 BCE

4000 BCE

Part 4: write the number of the era in which each of these key events occurred:

5000 BCE

6000 BCE

7000 BCE

- | | |
|-----------------------------------|---------------------------------|
| _____ Declaration of Independence | _____ Code of Hammurabi |
| _____ Great Pyramid in Egypt | _____ Great Wall in China |
| _____ beginning of Islam | _____ beginning of Christianity |
| _____ invention of steam engine | _____ invention of iron forge |
| _____ bubonic plague in Europe | _____ AIDS in Africa |

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Movers and Shakers in History

A GeoHistory Diagram is a way to visualize when and where something occurred. It can also tell you what else was going on in the world at the same time. Understanding these relationships is especially important when you are trying to evaluate the contributions of an individual person. It is hard to put the work of one person into perspective unless you know what else was happening about the same time.

1500 CE

Here is a list of some important people in political history, with the approximate date and the world region where they were important. The list is one person's opinion. For that reason, there are some blank lines at the bottom of the list, where you can add other names if you wish.

1000 CE

Charlemagne	800	France	Mansa Musa	1300	Mali
-------------	-----	--------	------------	------	------

Confucius	500B	China	Martin Luther King	1970	USA
-----------	------	-------	--------------------	------	-----

Elizabeth	1550	England	Martin Luther	1525	Germany
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500 CE

Julius Caesar	50B	Rome	Muhammad	525	Arabia
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Mohandas Gandhi	1940	India	Sargon	2250B	Akkad
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CE

BCE

_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

1000 BCE

Part 1. Look over the list and add any names of other people that you think are equally important (or even more important) than the names on the list. For each addition, write a brief reason on a separate piece of paper, so that you can defend your choice when asked.

2000 BCE

Part 2. Look over the combined list and pick twelve individuals that you think had the most influence on history. Write your reason on a separate piece of paper so that you can defend your choice.

3000 BCE

Part 3. Write the initials of each of those 12 individuals in the appropriate position on the Geo-HistoGram. Compare this with other kinds of information on the diagram in order to put the individual into historical and geographical context. To start your comparison, you might ask yourself three questions:

4000 BCE

5000 BCE

6000 BCE

7000 BCE

What else was happening in other regions of the world at roughly the same time?

What happened in the same region just before your individual became important?

What happened in the same region just after your individual left the scene?

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Inter-regional "Bridges" in History

At several key moments in history, people made journeys that linked major world regions in new ways. Depending on the circumstances, the links could lead to the spread of ideas, trade in food or other goods, and/or movement of people. Often, they made people richer at both ends of the connection. On the other hand, new links between world regions could also lead to war, disease, and death.

1500 CE

In short, you have to know something about conditions at both ends of a new connection in order to understand the consequences of the connection.

Here is some background information on some important "inter-regional bridges":

1000 CE

- | | |
|----------|--|
| 1300 BCE | Hebrews moved from Egypt to Palestine (the "Exodus") |
| 325 BCE | Alexander led an army from Greece to South Asia |
| 200 BCE | Polynesian people sailed from Indonesia to Tahiti in the Pacific Ocean |
| 125 BCE | Romans crossed the Mediterranean Sea and conquered Carthage |

500 CE

- | | |
|------|--|
| 150 | Sea traders traveled from India to east Africa |
| 400 | Huns came from central Asia and attacked Rome |
| 711 | Moors from Morocco in north Africa invaded Spain |
| 1099 | Crusaders from Europe went to Palestine |

CE

BCE

- | | |
|------|--|
| 1225 | Genghis Khan led an army from Mongolia across Asia to Europe |
| 1300 | Marco Polo traveled from Venice to China |
| 1492 | Columbus sailed from Spain to the Caribbean islands |
| 1673 | Ottoman Turks advanced into Europe as far as Vienna |

1000 BCE

Part 1: For each inter-regional "bridge," look at the map and identify:

1. the source area - the region where the movement began
2. the destination - the region where the movement ended
3. the date - the approximate time of the movement

2000 BCE

(You may need to use an atlas or the internet to find some of the places.)

3000 BCE

Part 2: Go to the GeoHistoGram. For each "bridge" on the list:

1. put letter **S** at the place and time of the source.
2. put a letter **D** at the place and time of the destination
3. draw a straight or gently curving arc to connect the source and destination
4. write the name of the leader or group of people who made that link

4000 BCE

5000 BCE

6000 BCE

7000 BCE

Part 3: Write a paragraph to describe the general conditions in the source and destination areas before the connection occurred. You might think of your paragraph as the first pages of a novel or TV show which will go on to tell the story about how some people tried to cope with the changes that occurred as a result of the new connection.

2000 CE

The Geography of Important Inventions

People often invent things to solve problems or to make their lives easier or more fun.

Some inventions were so important that they changed the way people live. An invention such as airconditioning, for example, can make hot places more comfortable. Other places may lose when people move their factories, offices, and houses to places they used to think were too hot. In short, any important invention can make some places more valuable and other places less so.

Here is some background information on 12 major inventions.

Approximate date	Place now called	Invention
4500 BCE	Iraq	plow pulled by animals, to prepare ground for planting
2500 BCE	China	pottery wheel, to make jars and bowls
1600 BCE	Turkey	iron, by Hittite people
310 BCE	Italy	aqueduct to carry water across valley
100 BCE	Italy	cement and concrete for construction
100 CE	India	sailing ship that can use monsoon winds to cross ocean
600 CE	Iran	windmill to pump water
850 CE	China	gunpowder (made into explosive rockets in 1200 CE)
1000 CE	China	spinning wheel to make thread
1300 CE	Peru	cable bridges across rushing mountain streams
1733 CE	England	flying shuttle loom to make cloth
1782 CE	England	steam powered pump (or 1807, New York, steam boat)

Part 1: For each invention, look at a world map and find the place where the new idea was discovered. Put a prominent dot on that place, and write the date and a brief description of the invention.

Part 2: Go to the GeoHistoGram, and:

1. put a capital letter at the appropriate place and time to show where a new idea was discovered; for example, put an "I" where iron was first used.
2. put a lower-case letter at the appropriate place and time to show where the same idea was later adopted (or separately invented)
3. optional: look at your timeline of inter-regional bridges and decide whether your invention made use of a particular link between places

Part 3: Write a paragraph to describe the conditions before the invention. You might think of your paragraph as the first page of a novel or TV show which will go on to tell the story about how people tried to cope with the changes that occurred as a result of the invention.

1000 CE

500 CE

CE
BCE

1000 BCE

2000 BCE

3000 BCE

4000 BCE

5000 BCE

6000 BCE

7000 BCE

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Wooden Clubs and Iron Swords

To appreciate the value of iron, you might think about trying to chop down a tree with a rock. Or picture yourself trying to cut a board with a sharpened bone. Or imagine that you have a wooden club, and someone attacks you with a long, sharp sword or a battle-axe.

1500 CE

In short, having iron is a big deal. It changed the way people did many things. Moreover, people who did not have iron usually lost if they got in a war with people who had iron tools and weapons. The arrival of iron-making technology in an area, therefore, usually marks a turning point in its history.

Here is a summary of the archaeological evidence about iron:

1000 CE

- | | |
|----------|---|
| 1550 BCE | The Hittites develop iron technology in what is now called Turkey. |
| 1200 BCE | Iron spreads throughout Mesopotamia (present-day Iraq). |
| 1100 BCE | People use iron in the Ganges Valley of northern India. |
| 1000 BCE | People make iron tools and weapons in Greece (southeastern Europe). |
| 750 BCE | Iron is used in the Nile Valley of Egypt (northeastern Africa). |
| 700 BCE | Iron-making spreads throughout continental Europe. |
| 600 BCE | Iron-making starts in west Africa, near what is now called Nigeria. |
| 500 BCE | People make iron in Scandinavia (northwestern Europe). |
| 400 BCE | People in south Africa have iron tools. |

500 CE

...

- | | |
|----------|--|
| 1400s CE | First metal-working in the Andes Mountains of South America. |
|----------|--|

CE
BCE

Part 1: Draw a thick capital letter I (**I**) at the appropriate time and place on your GeoHistoGram to indicate each of those archaeological records.

1000 BCE

Part 2: Go to the world map, and:

1. put capital letter I (**I**) at each place noted on the table above.
2. write the date next to that map symbol
3. draw arrows to show the likely route of the spread of iron technology

2000 BCE

Part 3: Write a paragraph to describe the changes that might have occurred when iron arrived in a particular part of the world. Remember that the technology may have spread quietly (as "your people" saw the value of iron and learned how to make it). On the other hand, it may have spread violently, if people who had iron weapons came and conquered "your" territory. You might think of your paragraph as the first pages of a novel or TV show which might go on to tell the story about how some people tried to cope with the changes that occurred as a result of the arrival of iron.

3000 BCE

4000 BCE

5000 BCE

6000 BCE

7000 BCE

Somewhere in your paragraph, you might make a connection to the present day.

Here is one way to do that: suggest how some new invention today is like the arrival of iron in the past. For example, what happens when people in a particular place get cell phones or the Internet for the first time?

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Gather It Wild or Grow Your Own?

The real breakthrough that we call agriculture is not just discovering how to put a seed into the ground - it is knowing what kind of seed is likely to have a chance of surviving in your environment and providing useful food when it is fully grown.

1500 CE

Different parts of the world discovered different crop plants at different times. People who found good seeds often were healthier and stronger, and in many cases eventually conquered their less fortunate neighbors. To understand the world today, therefore, it helps to know about what kinds of seeds were "discovered" in specific parts of the world.

Here is a summary of some important archaeological evidence about farming:

1000 CE

8000 BCE Planting wheat in the hills around Mesopotamia (now called Iraq)

7000 BCE Planting high-protein crops such as lentils and peas in Mesopotamia

6500 BCE Planting rice in the Yangtze Valley (part of modern China)

6000 BCE Farming in the Indus Valley (part of a country now called Pakistan)

6000 BCE Farming in the Nile Valley of Egypt (in northern Africa)

500 CE

5000 BCE Irrigating to increase yield in Mesopotamia and Egypt

4500 BCE Farming in the Ganges Valley (the northern part of modern India)

4000 BCE Planting sorghum in what is now called Sudan in northeast Africa

4000 BCE Planting grains in the British Isles, in northern Europe

CE
BCE

3500 BCE Planting grasses in the coastal areas of the country now called Peru

3000 BCE Planting sorghum and millet in west Africa

2700 BCE Planting maize in several parts of the country now called Mexico

2000 BCE Planting a number of crops on the island that is now called New Guinea

1200 BCE Planting maize in several parts of what is now the United States

1000 BCE

Part 1: Draw a thick capital letter A (A) on your GeoHistoGram to indicate the time and place of each of those archaeological records about agriculture.

Part 2: Go to the world map, and:

2000 BCE

1. put a easy-to-see capital letter A (A) at each place noted on the list above.

2. write the date and the crop (if known) next to that map symbol

3000 BCE

Part 3: Do some Internet research and write a paragraph to describe the changes that might have occurred when farming arrived in a particular part of the world.

Remember that the technology of farming may have

4000 BCE

- been independently invented, if people learned how to use a local plant for food,

5000 BCE

- spread from other areas, if people saw the value of farming and learned to copy it,

6000 BCE

- spread violently, if people who had food crops came and conquered "your" territory.

7000 BCE

At the end of your paragraph, you might make a connection to the present day by noting how the arrival of some new invention is like the arrival of agriculture in the past. For example, what happens when people can send fruit long distances on refrigerated trucks?

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The GeoHistory of Religion

Religion has been a great force in human history. At different times and places, religion helped unify or divide large numbers of people. The history of religion is complicated by the fact that different religions developed in different parts of the world.

1500 CE

How can we examine how religion helped influence human history? The first step is to identify the source areas of the great religions. Here is some background information on several major religions (early dates are approximate):

1900 BCE Epic of Gilgamesh (G) written in Mesopotamia

1200 BCE Vedas written in India - beginning of Hinduism (H)

1000 CE

1200 BCE Moses writes Ten Commandments near border of Africa and Eurasia; Judaism (J) spreads after Jews are deported to Babylon in 586 BCE

550 BCE Lao Tzu teaches in China; later known as founder of Taoism (T)

500 CE

500 BCE Siddhartha Gautama, later known as the Buddha, teaches in India; Buddhism (B) becomes the official religion of India in 256 BCE and spreads to China about 100 CE, to Japan about 550 CE

500 BCE Confucius teaches in China; Confucianism (C) becomes the official religion of China in 136 BCE

CE
BCE

30 CE Jesus Christ preaches in Palestine; Christianity (X) spreads northwest to Europe and south to the highlands of east Africa within 100 years

475 CE Shinto (S) shrines established in Japan

622 CE Muhammad travels to Mecca in Arabia - year 1 in the Islamic calendar; Islam (I) spreads west across north Africa and east to the Indus Valley within 100 years; Spain, India, and Indonesia become Islamic later

1000 BCE

1517 CE Martin Luther writes 95 theses in Germany, a key event in the Reformation that split Christianity and started Protestantism (P).

2000 BCE

Part 1: For each event, look at a map and identify the part of the world where it occurred.

Part 2: Go to the GeoHistGram, and:

3000 BCE

1. Put capital letter at the appropriate place and time to show where a new religion started; for example, put a "B" where Buddhism began.

4000 BCE

2. Put a lower-case letter at the appropriate place and time to show where a particular religion spread away from its origin.

5000 BCE

3. Optional: Look at your diagrams of empires and intercontinental bridges and decide whether your religion spread with a particular empire or bridge.

6000 BCE

7000 BCE

Part 3: Write a paragraph to describe the conditions when the religion was started. You might think of your paragraph as the first page of a novel which will go on to tell a story about how people tried to cope with changes that occurred as a result of the religion.

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The GeoHistory of Great Buildings

Monumental buildings are some of the most long-lasting products of great civilizations. For this reason, people often think of a building as a kind of symbol (an icon) to represent a given civilization. The building itself also reflects the environment in which it was built.

The first step in exploring the geography of great buildings is to identify where and when they were built. Here is some background information on twenty important buildings (many dates are approximate, because most buildings took many years to construct):

1500 CE

1000 CE

500 CE

CE

BCE

1000 BCE

2000 BCE

3000 BCE

4000 BCE

5000 BCE

6000 BCE

7000 BCE

A	2550 BCE	Great pyramids along the Nile River in Egypt
B	2000 BCE	Stonehenge in what is now Great Britain
C	470 BCE	Parthenon in Athens, Greece
D	300 BCE	Great Library in Alexandria, Egypt
E	215 BCE	Great Wall (one of several) in northern China
F	80 CE	Colosseum in Rome, Italy
G	120 CE	Hadrian's Wall, built by Romans in northern England
H	450 CE	Mayan temples at Tikal, Yucatan Peninsula of southern Mexico
I	535 CE	Hagia Sophia in Constantinople (later renamed Istanbul)
J	585 CE	Horyuji Temple in Japan
K	750 CE	Borobudur Temple on the island of Java, Indonesia
L	1050 CE	Westminster Abbey in London, England
M	1125 CE	Angkor Wat in Cambodia, southeast Asia
N	1163 CE	Notre Dame cathedral in Paris, France
O	1200 CE	Great Zimbabwe in South Africa
P	1406 CE	Forbidden City in Beijing, China
Q	1450 CE	Machu Picchu, mountaintop city in Peru
R	1452 CE	Basilica of St. Peter, Vatican City
S	1632 CE	Taj Mahal in northwestern India
T	1889 CE	Eiffel Tower in Paris, France

Part 1: For each building, go to the GeoHistoGram, and:

1. Put a small but prominent capital letter at the appropriate place and time to show where and when it was built.
2. Optional: Look at your timelines of empires, intercontinental bridges, religions, and other topics. Try to decide whether your building may have been associated with a particular empire, bridge, religion, etc.

Part 2: Write a paragraph to describe the conditions when the building was started. You might think of your paragraph as the first page of a novel or TV show which will go on to tell a story about how the building affected the lives of some people who lived near it.

2000 CE

Crossroads in History

Some places are located on the routes that people use to travel from one world region to another. Historians call these places "crossroads of history." Telling the history of these strategic places can help you organize your knowledge about various parts of the world.

1500 CE

The Atlantic Ocean - between Europe/Africa and the Americas

1000 Viking sailors crossed from Norway to Iceland, Greenland, and Newfoundland.

1492 Columbus crossed from Spain to the islands around the Caribbean Sea.

1500-18?? Slave traders carried many people from Africa to the Americas.

1912 The Titanic tried to cross too far north.

1000 CE

Gibraltar - between southwestern Europe and northwestern Africa

_____ BCE Hannibal crossed from Africa and attacked Rome

_____ Vandals crossed from Africa and eventually helped end the Roman empire

_____ Moors crossed from Africa and brought the Islamic religion to Spain

_____ The Spanish Reconquista pushed the Islamic governments back into Africa

500 CE

Suez - between northwestern Africa and southwestern Asia

Moses (the Israelite Exodus), Assyria, Hittites, World War II, 6-days war

Bosporus and Dardanelles - between southeastern Europe and southwestern Asia

Neandertal, Persia, Alexandria, Rome, Salazar, Crusades, Kara Mustafa

CE
BCE

Khyber Pass - between south Asia and central Asia (in the same Geohistogram area)

Aryans (?), Alexander, Buddhist monks, sultanates, British, Soviets

Gansu Corridor - between east Asia and central Asia

Han Dynasty, Silk Road, Genghis Khan, Marco Polo, Han migration

1000 BCE

The Pacific Ocean - between east Asia and central Asia

Polynesian seafarers, Zheng He, Magellan, Pearl Harbor

Part 1: For each crossing area, locate its general area on a world map.

Part 2: Go to the GeoHistGram, and:

2000 BCE

1. Find the general date for each listed event that occurred at the crossroads area.

2. Put a capital letter at the appropriate place and time to show each major crossing.
(For example, put an "E" when and where the Exodus occurred.)

3000 BCE

3. Find one more important event that occurred in the same crossing area

4000 BCE

4. Optional: think of a mnemonic device to help you remember the major events in a particular crossroads area in chronological order.

5000 BCE

Part 3: Pick a crossing area and write a script or outline for a TV series about its history.

6000 BCE

Try to think of a "hook" that will attract interest. For example, you might describe

7000 BCE

what happens to a family whose lives are caught up in the sweep of history at a given time. Another idea is to have a group of grandparents telling young children about how things were different in a particular place back when they were young.

World GeoHistogram™

WEST

EAST

Americas

Europe

Africa

Middle

C&S Asia

E Asia

Oceania

2000 CE

Turning Points in History

At several key moments in history, something happened that marked a dramatic change in trends that seemed "normal" up to that time. For example, many historians call it a major turning point when the Ottoman army failed to take Vienna in 1683. For several centuries before that event, the Ottoman Empire had been expanding into Europe - after the Siege of Vienna failed, European armies gradually pushed the Ottoman forces back.

1500 CE

Here is a list of fifteen events that have been called turning points in world history. Study the GeoHistogram, decide which T symbol marks each turning point on the list below, write the letter of the turning point on top of the T symbol on the GeoHistogram, then write the approximate date and general location of the event on the lines below.

1000 CE

Event	Date	General location
A. Black Plague kills one third of all people	_____	_____
B. Columbus crosses ocean and finds new continent	_____	_____
C. Communist Revolution ends Czarist monarchy	_____	_____
D. Crusaders take Christian Holy City of Jerusalem	_____	_____
E. Delhi Sultanate defeats Hindu army	_____	_____
F. Ghana empire establishes trade across desert	_____	_____
G. Ming dynasty turns inward, stops exploration	_____	_____
H. Mongols start to build world's largest empire	_____	_____
I. Muhammad returns to capture Mecca	_____	_____
J. Octavian defeats Antony and Cleopatra	_____	_____
K. Persian army and navy defeated	_____	_____
L. Protestant Reformation against Catholic Church	_____	_____
M. Spanish Armada fails to defeat British fleet	_____	_____
N. Thirteen colonies declare independence	_____	_____
O. Traders establish Silk Road from coast to coast	_____	_____

500 CE

CE

BCE

1000 BCE

2000 BCE

3000 BCE

4000 BCE

5000 BCE

6000 BCE

7000 BCE

Then, choose one of these turning points, do some research to gather some information, and write a paragraph to describe what life was like in the place where the turning point occurred. You might think of your paragraph as the first pages of a script for a TV series or movie which will go on to tell the story about how some people tried to cope with the changes that occurred around the turning point.

GeoHistoGram - Frequently Asked Questions

By December, 2009, more than 20,000 copies of the first two editions of the *GeoHistoGram* had been distributed, in more than ten states. During that time, many people made useful comments and suggestions. Many of their suggestions have been incorporated into the third edition of the *GHG*. Other questions, however, have more complicated answers.

1. What criteria did you use to decide which empires to include?

We consulted a number of historical atlases and timelines, but the major criterion was the frequency of inclusion in state and district assessment standards.

2. Why aren't the millennium-lines spaced evenly?

Two reasons: First, fewer people were alive five thousand years ago, and therefore there was "less history." Second, the "mental timeline" in the human brain appears to have a logarithmic spacing - for most people, there is more "psychological distance" between last Tuesday and Wednesday than, for example, July 10 and 11, 1994.

3. Why did you pick rainbow colors for the background?

Three related reasons: they are familiar to most students, the "ROY G BIV" list has seven colors, and some studies suggest that seven is the typical maximum capacity of human short-term memory. The real answer, however, is that it does not matter - if you prefer hexagonal or rectangular boxes and the colors of minestrone soup or the Albanian or Zimbabwean flag, go ahead and use them - just be consistent throughout the year, so that students can keep adding information to a base that does not change.

4. Can we change the list of religions to match our local curriculum?

Yes - that is why the student activities are provided as easy-to-edit doc files. Teachers should feel free to change any of them to match local assessment standards.

5. Can we add another layer of information to the map?

Yes - in fact, you probably should add some layers, in order to meet the assessment standards in your state or district. That's one big advantage of the *GeoHistoGram*.

6. Wasn't the Han empire as big as the Roman empire? Why can't we just measure the height and width of two empires to compare their importance?

This is a variation of an old question in geography - just as it is not possible for a world map on a flat piece of paper to show the area of every country accurately without distorting distances and/or directions (and vice versa), the *GeoHistoGram* cannot show precise size without distorting spatial or temporal relationships (and vice versa). We used frequency of mention in state standards to help decide where to put the inevitable distortion. For example, Siberia and northern Canada do not even appear on the diagram, when in fact they are huge areas, many, many times as large as Greece.

PS. Europe and Africa are actually the same distance west of Mesopotamia - but most teachers want them to be shown separately, and that made it necessary to "flip a coin" and decide which one to put next to the middle and which one farther away.

7. Why are Great Zimbabwe and Ghana both shown in the middle of Africa?

See answer to question 6. Actually, when students' mental maps get sophisticated enough that they notice this kind of detail, it is time to celebrate, no?

8. Can we zoom in on specific regions or eras?

In theory, yes, BUT One huge advantage of the *GeoHistoGram* is that it is a consistent framework, and students "naturally" encode the location of events on the page (e.g., They remember Buddhism starting below the zero line and right of the middle). If we zoom in, we keep rearranging the framework, and students have to encode different positions for the same event. As a result, the memory advantage of consistency is lost.

GeoHistogram Bingo

1. The reader will read the name of a major person or event in history.
2. Place a marker in the space-time box (the world region and specific era) where and when you think that event occurred.
3. The reader will read the current space-time location for the event.
4. If you picked the correct box, you may leave that marker in its box and add another marker to any other box you choose.
5. If you picked a box that is "off" by just one letter or number (C3 or D4 instead of C4), you may move the marker to the correct box and leave it there.
6. If you picked a box that is "off" by more than one letter or number, you must remove that marker and another one you already had on the board.
7. The first person to get five markers in a row (horizontal, vertical, or diagonal) is the winner and becomes the next reader.

G E O H I S T

		WEST					EAST		
		2000 CE	Americas	Europe	Africa	Middle	C&S Asia	E Asia	Oceania
7 6 5 4 3 2 1	1917 CE								
	1775 CE								
	1450 CE								
	300 CE								
	CE BCE								
	1000 BCE								
	4000 BCE								

**7
6
5
4
3
2
1**

GeoHistogram Bingo

Cut these apart, add some of your own, mix in a box or bowl, and draw for game.

Neanderthal
cave painting

E1

Mauryan
Empire

I3

Invention
of gunpowder

S4

Muhammad's
journey

H4

Ming
Dynasty

S5

Olmec
civilization

G3

Otto von
Bismarck

E6

Code of
Hammurabi

H2

Olduvai
Gorge

O1

Ghana
Empire

O4

Crusades

E4+H4

(must have both)

Columbus

E5+G5

(must have both)

Attila
the Hun

I4+E4

(must have both)

Silk Road

I3+S3

(must have both)

Hebrew
Exodus

O2+H2

(must have both)

Stonehenge

E2

Confucius

S3

Peking
Man

S1

French
Revolution

E6

Srivijaya
Empire

T4

Ptolemy

O3

Pyramids

O2

Gupta
Empire

I4

Clovis
Points

G1

Indus
Civilization

I2

Charlemagne

E4

Protestant
Reformation

E5

Hydrogen
Bomb

T7

Meiji
Restoration

S6

Suleiman the
Magnificent

H5

Mohandas
Gandhi

I7

Whydah
Slave Port

O5

Domestication
of Wheat

H1

Inca
Empire

G4

Hadrian's
Wall

E3

Burma
Road

S7

Mustafa
Kemal Ataturk

H7

Akbar
the Great

I5

Crimean
War

I6 or H6

King
David

H3

USING A GEOHISTOGRAM TO HELP ANSWER DOCUMENT-BASED QUESTIONS

1. **Introduction.** Try to restate the question in the form of a simple sentence that introduces the idea of historical and geographic context. For example, suppose the question asks you to interpret several documents about the Mali Empire and the city of Timbuktu. You could start your answer by saying “The Mali Empire was one of several important trading empires in West Africa in the centuries before Columbus crossed the Atlantic Ocean. Its importance depended on its location”

2. **Setting.** Mentally picture the location of the place on your GeoHistoGram. Decide if you want to focus on time or place first, and go to either step 3S or 3T first, then the other one.

3S. **Space** (Geography). Write a sentence (or a short paragraph) that describes something that was happening somewhere else in the world at roughly the same time. For example, “The Mali Empire expanded in West Africa at about the same time as the Byzantine Empire was losing influence in the area around the Mediterranean Sea.” Or, “On the other side of the world, but still important, is the fact that the powerful Tang Dynasty in China had ended. That reduced the number of traders going along the Silk Road between China and the Western world. It also left a kind of power vacuum that allowed the Mongols, under Genghis Khan, to expand. They eventually ruled over a large area from China all the way across central Asia to Europe. That, in turn, had two major impacts on Africa” Your goal in this part is to provide evidence that you can list *some* things that were happening about the same time - you do not have to mention these specific items. In fact, one great advantage of the GeoHistoGram is that it can help you organize your memories of events; you should mention the events and other facts you are fairly sure of, and then think about how they might be related.

3T. **Time** (History). Write a sentence (or a short paragraph) that describes something that happened in the same general part of the world either before or after the event in the question. For example, “The Mali Empire followed the Ghana Empire that helped build some of the trading networks in West Africa. These traders carried gold from the mountains of southwest Africa across the dry Sahara to the expanding Islamic cities of North Africa.” Or, “The Mali Empire was one of a series of empires that ruled parts of West Africa in the centuries before the powerful Ottoman Empire extended its rule across northern Africa.” Or, “The Mali Empire arose in west Africa a few centuries Islam started to spread from Arabia across North Africa.”

4. **Influence.** Write a short paragraph to describe at least one way in which the event in the question influenced (or was influenced by) at least one of the events you mentioned in Part 3S and 3T. You should choose an influence that you can see in the documents provided as part of the question. For example, if one of the documents is about the rise of Islamic science, you could write something like “The city of Timbuktu was the site of an important library and university that was part of the general rise of science in the Arabic world of North Africa and Southwest Asia. The university had a good location because of the importance of Timbuktu in the trading networks of the area at that time.”

Important point: the documents in the question will provide the facts that you should mention. Your job is to find those facts and write some sentences that link them to the general space and time context that you outlined in Part 3. Your score on the question will depend on what facts you mention and how well you make connections. The GeoHistoGram can help by giving you a few relationships that can get you started, as well as a framework for organizing those ideas.