

# Timeline Project Pack for Seniors

## Notes for Teachers

This timeline project is ideal for a wide range of occasions such as holiday clubs and activity days as well as during Sunday school. It provides practical, group based activities with the aim of giving children an overall grasp of Bible history.

It is intended to be a starting point for ideas and not an exhaustive document. The pack is written as a resource for you to pick and choose from, so you can present the activities to the children as you think best. The children you are working with will dictate to you which activities you use and the way you use them, and the number and type of any other activities you want to include. There are some photocopiable pages in the pack but you will need to spend some time before each session preparing things and collecting materials.

This Project Pack is aimed at seniors (11-14 year olds). There are others in the same series for Infants and Juniors. Your pupils will get maximum benefit if the project is undertaken as a whole Sunday School or Youth Group project, so that they can optimise what they learn through sharing what they have done with each other. Many of the activities across the age ranges are similar and can be adapted to be used with a wider age range.

The pack is designed to be used over 5 sessions of approximately an hour. Its aim is to provide teachers with lots of ideas to choose from. If all the activities were to be used, it would take much longer.

The project is divided into 5 broad time periods for the 5 work units (these periods are the same in the other projects):

- Creation to Noah
- Abraham to Joseph
- Moses and the Judges
- Kings and Prophets
- Jesus and the Apostles

No attempt is made to teach what happens in each section; rather, the events are reviewed in context with each other. In each unit, there are activities which revise what happened; and suggestions for games and activities which can be played to revise what the children have learned and to help establish a sense of chronology and sequencing. Many of the games are flexible and can be adapted to use with other units. It would be well worth keeping the games to use at odd moments during normal Sunday School lessons as a bit of revision.

# Making a Timeline

The main focus of the Project is going to be a time line. A basic timeline is printed here for you to copy onto whatever surface you decide to use. Don't put any names on the timeline you make - the children will add the names as they go through the project. A slightly more detailed timeline is printed at the back of the book.

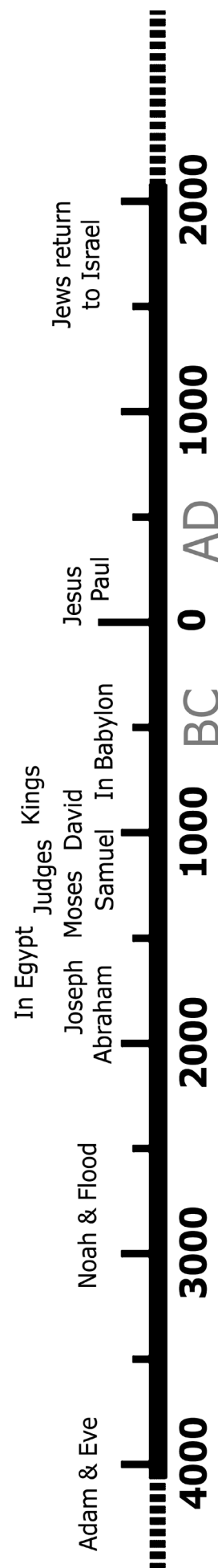
How you make your timeline will be affected by the accommodation you have. Generally speaking, the more permanent and the larger your timeline is the better, as it will enable it to be used and referred to throughout the sessions. It should be easy to attach things to and remove things from so the children can use it as a learning tool instead of looking at it as a picture.

It is probably best if you prepare most of the timeline yourself rather than use a whole session on making it. The following are suggestions for different ways of making a timeline, but you may have a better idea. Don't forget to go forward to the present day on the timeline.

- A permanent mural painted onto the wall.
- A washing line stretched over the room with pegs to hold cards with dates and pictures on.
- A large sheet of paper from a roll - for example, newsprint or the reverse side of a roll of wallpaper.
- A series of pinboards or display boards, one for each thousand years, which can be taken down and stored between Sundays.
- A banner, printed with a basic blank timeline, which can be rolled up and stored compactly. This could be made with fabric paints and a length of cheap fabric, or could be printed by a firm who make advertising banners.

There is a diagram which shows all of the books of the Bible at the back of the book. Many students will find it helpful to use the order of the books of the Bible as a memory aid to where the people come. Some rote learning is required here, though using the picture in the different units will help too.

There are many very good commercially available Bible timelines and historical charts which it may be useful to have available for reference. Some good resources are available free on the internet if you have access to it - use a search engine to help you look. The word "chronology" brings up at least as many hits as "timeline".



# Unit one: Creation to Noah

## Introduce the timeline to the students

- Ask each child to put their name or a sketch of themselves with the current date at the end of the timeline.
- Make name cards with significant names from the Bible. Divide them out between the pupils and see if they can put them onto the timeline.
- Give one name card to each pupil and give them 60 seconds to get into chronological order.
- Reshuffle the cards and repeat.
- Use the World History factsheet. Use as many or as few events as you think your class needs. The important thing is to find out what they already know and put it into a meaningful context, and not to give them a history lesson.

## Talking points

- Use a Bible to look at how many chapters are covered in this unit.
- Ask the class if they can summarise what happened during this period. You may be surprised how much they know (or how little!).
- Highlight the fact that from the very beginning, the contrast between what God wants and what people do is there. Use the examples of the Garden of Eden, the tower of Babel and the story of Noah to do this. This is an important discussion as it introduces the children to the central message of the Bible which can be followed through the project - man's sin and God's grace.

## For the timeline

- Use name cards to put the significant names and events from this time period on the timeline.
- Ask the children to summarise your discussion on where things started to go wrong. Allocate each major incident to a person or group of children to produce something to go on the timeline. This could be a written account, a cartoon, a drawing or a diagram.
- Books of the Bible - use the graphic of the books of the Bible at the end of the pack, and colour in the bit covered in this time period.

# World History Factsheet

This activity will help to put Bible history into context with things that may have been already learned at school or at home.

Briefly discuss each event and make (illustrated) labels to put on the timeline. Can you think of any others?

## BC

Great pyramids built in Egypt	2600-2500
Stonehenge started	2000
Greek language written down for first time	1450
Legendary destruction of Troy	1184
First Olympic Games	776
Alexander the Great conquers Persian empire	334-326
Great Wall of China built	214
Roman Empire established	27

## AD

Hadrian's wall begun in Britain	122
Battle of Hastings; Tower of London built	1066
Magna Carta signed in England	1215
Black Death in England	1346 -1349
Columbus discovers America	1492
Michelangelo and Leonardo da Vinci at work	1500
US Declaration of Independence adopted	1776
French Revolution begins	1789
Industrial Revolution	1700 -1850
Battle of Trafalgar	1805
Steam locomotive invented	1814
US Civil War	1861-1865
First World War	1914-1918
Second World War	1939 -1945
State of Israel established	1948
Neil Armstrong on moon	1969

# Unit 2: Abraham to Joseph

## Talking Points

- Use a Bible to look at how many chapters are covered in this unit.
- Discuss the events which happened in the lifetimes of Abraham, Isaac, Jacob and Jacob's family.
- Talk about the promises to Abraham. Use the Promises to Abraham chart and fill it in together as you talk. Bring out the fact that the promises have many implications which extend beyond Abraham's lifetime.

### For the Timeline

- Use name cards to put the significant names and events from this time period on the timeline. Make pictures or cartoons to go with each name label.
- Complete the worksheet of Abraham's Family Tree and display it on the timeline.
- Display the Promises to Abraham discussion chart on the Timeline.
- Books of the Bible - use the graphic of the books of the Bible and colour in the bits covered in this time period.

### Other Activities

Make a list of the names used in this unit and the previous one. Write each on a Post-It note or sticker. Use them to do the following activities:

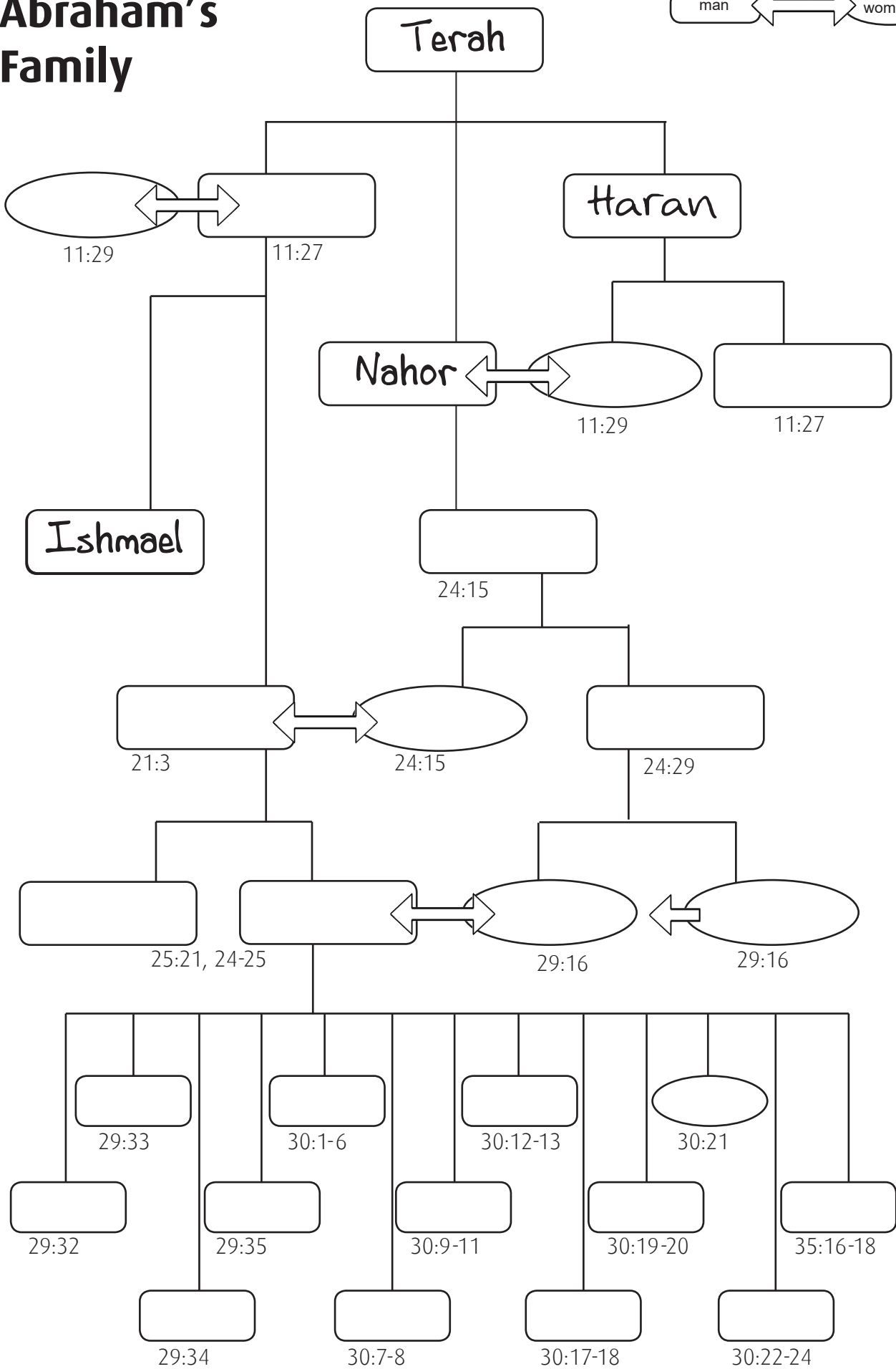
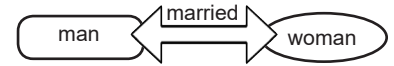
- Put a label on each child's back and ask them to go round the room asking the others questions until they know what the name on their label is.
- Give each child a name label and get them to run around the room. At a given signal they have to get into chronological order. Swap the labels around and repeat.
- Give the group 60 seconds to put as many of the labels in chronological order as they can.

# God's Promises to Abraham

## Discussion Chart

Genesis	What does the promise say?	What does it mean?	Did it come true while Abraham was alive?	Has it got a meaning for us?
12:2				
12:3				
13:14				
13:16				

# Abraham's Family



# Unit 3: Moses and the Judges

## Talking Points

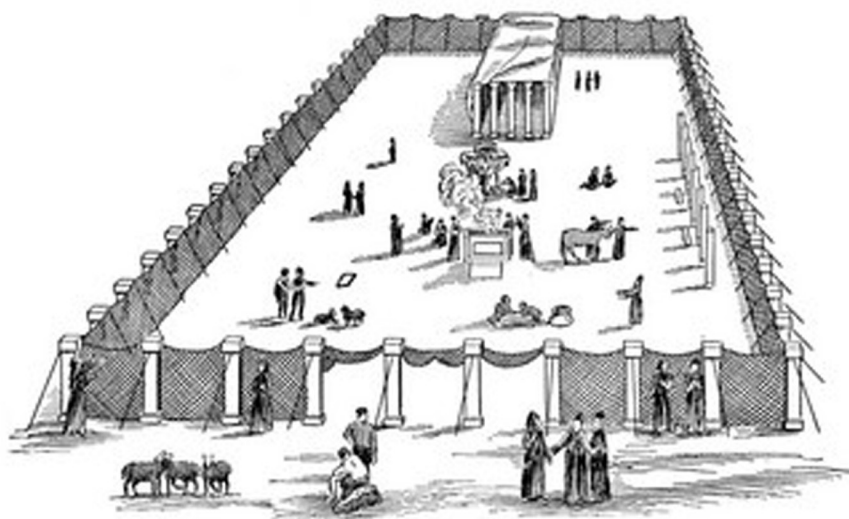
- Use a Bible to look at how many chapters are covered in this unit.
- Explain that this period in Bible history was important because it established how God wanted to be worshipped and how the people organised their everyday lives. This period of time established their spiritual and physical identity.
- Identify some key points from the Law of Moses.
- Use a Bible atlas to show the journey to and from Egypt, and to look at how the land was divided under Joshua.

## For the Timeline

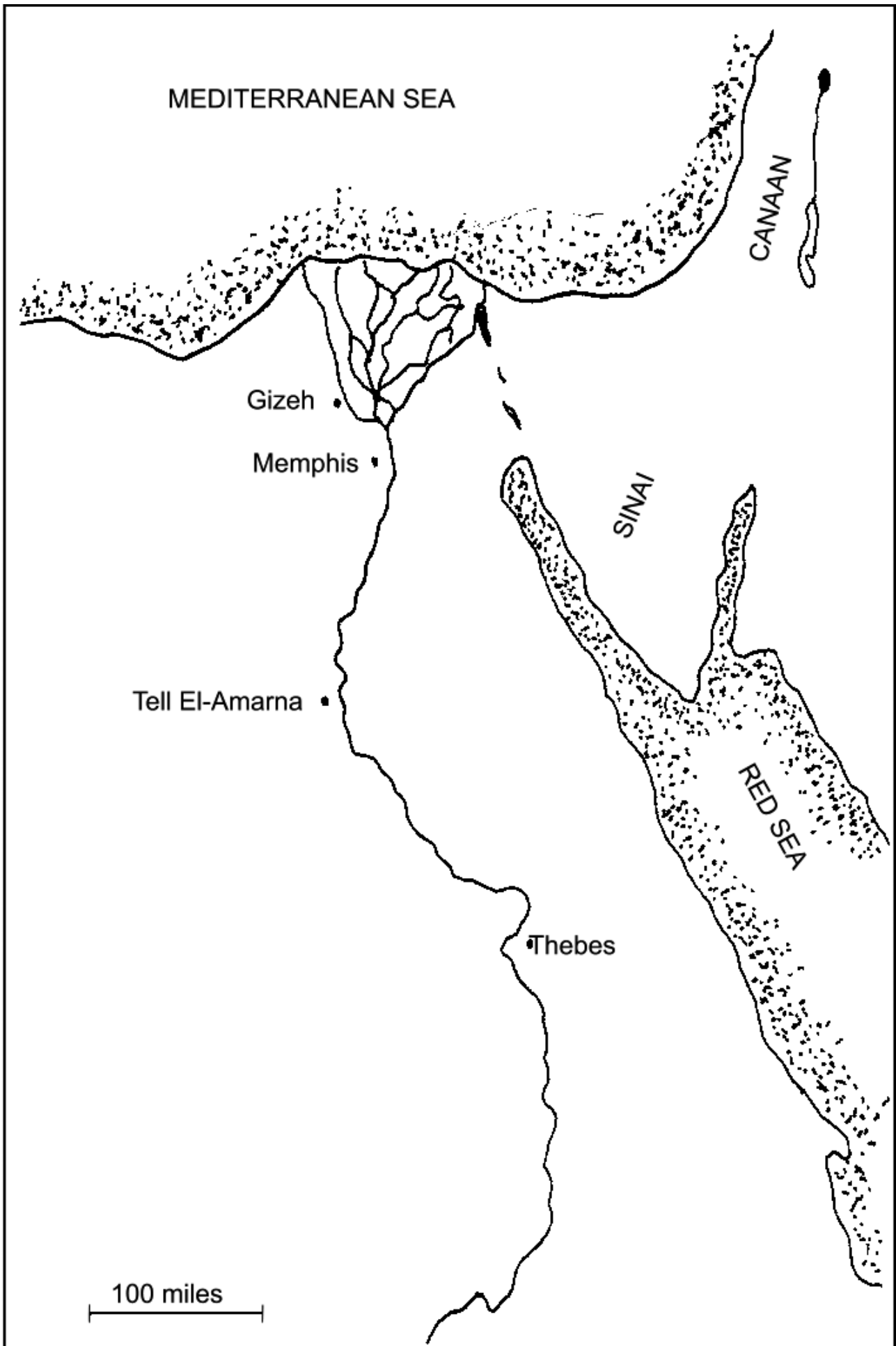
- Use name cards to put the significant names and events from this time period on the timeline.
- Give the children 10 minutes to write down as much as they can about the Law of Moses and display it on the timeline.
- Make a large poster showing the 10 commandments.
- Annotate a blank map with labels and cartoons to show the Wilderness journey, and display it on the timeline.
- Use modelling clay to make a simple model of the tabernacle.
- Books of the Bible - use the graphic of the books of the Bible and colour in the bits covered in this time period.

## Other Activities

- Write a list of judges and play pictictionary or charades for the children to guess who they are.
- Play "20 questions" - the person being asked the questions thinks of a person from this unit or the previous units. The group take it in turns to ask questions to find out who the person is. The questions must include a reference to time e.g. was he before/after/ contemporary with Abraham? The question-answerer must only answer "yes" or "no".
- Design a board game which describes the lives of one of the Judges.







# Unit 4: Kings and Prophets

## Talking Points

- Use a Bible to look at how many chapters are covered in this unit.
- Explain that this unit covers the books which describe the history of the nation of Israel. Flick through your Bibles, talking in broad terms about what happens in each book.
- Cut up an old shirt into 12 pieces, as Ahijah did in 1 Kings 11, to demonstrate the way that the tribes would be split into 2 kingdoms.
- Use a Bible atlas to look at how the land was split into 2 kingdoms. Look at where the nations of Israel and Judah were taken into captivity.
- Look at the chart opposite which details the kings of Israel and Judah, and the prophets who were alive during their reigns.

## For the Timeline

- Use name cards to put the significant names and events from this time period on the timeline.
- Get 2 large sheets of paper or card and entitle them "Kings" and "Prophets". Give the group some marker pens and 10 minutes to write down as much as they know about each subject on the relevant sheet. Display the sheets on the timeline.
- If you cut the shirt up while you were talking, display the pieces on the timeline.
- Talk about Nebuchadnezzar's image. Identify where on the timeline each of the events took place - you could cut up a picture of the image and put the pieces in the relevant place on the timeline.
- Make a diagram showing which prophets and kings were alive at the same time, and who spoke to whom.
- Make an annotated cartoon map showing the divided Kingdom and/or the places of captivity.
- Books of the Bible - use the graphic of the books of the Bible and colour in the bits covered in this time period.
- Produce your own kings and prophets chart, or enlarge the one in this book to display.

## Other Activities

- Make junk models of the beasts in Daniel's prophecy and talk about where they might do on the timeline.
- Get each pupil to find out 10 facts about a king or a prophet and display the fact files on the timeline.
- Write name labels for Saul, David, Solomon and as many other kings as you think appropriate, and play the games from units 2 and 3 which encourage the children to get into the right order.
- Make a set of cards with names of kings and prophets on each one and play snap or matching pairs with them, where a "snap" or a matching pair are a king and a prophet who were alive at the same time.

# The Kings of Israel and Judah, and the Prophets

Northern Kingdom: "Israel"			Southern Kingdom: "Judah"			
BC	KINGS	Reign	PROPHETS		KINGS	Reign
930	Jeroboam	22 yrs	Ahijah	Shemaiah	Rehoboham	17 yrs
				Iddo	Abijah	3 yrs
	Nadab	2 yrs	Jehu	Hanani	Asa	41 yrs
908	Baasha	24 yrs				
	Elah	2 yrs				
885	Zimri	7 days				
	Omri	12 yrs	Elijah	Eliezer	Jehoshaphat	25 yrs
	Ahab	22 yrs				
			Micaiah	Elisha	Jehoram	8 yrs
	Ahaziah	2 yrs				
	Joram	12 yrs	Jonah	Zechariah	Ahaziah	1 yr
841	Jehu	28 yrs				
			Hosea	Isaiah	Queen Athaliah	7 yrs
	Jehoahaz	17 yrs				
	Jehoash	16 yrs	Amos	Micah	Joash	40 yrs
	Jeroboam II	41 yrs				
			Assyrian exile		Amaziah	29 yrs
752	Zechariah	6 mo				
	Shallum	1 mo				
	Menahem	10 yrs				
	Pekahiah	2 yrs				
	Pekah	20 yrs				
	Hoshea	9 yrs				
722	Assyrian exile		Jeremiah		Hezekiah	29 yrs
			Huldah		Manasseh	55 yrs
640			Zephaniah		Amon	2 yrs
			Nahum		Jehoahaz	3 mo
			Habakkuk		Jehoiakim	11 yrs
			(Obadiah?)		Jehoiakin	3 mo
					Zedekiah	11 yrs
586			Babylonian Exile			



# Unit 5: Jesus and the Apostles

## Talking Points

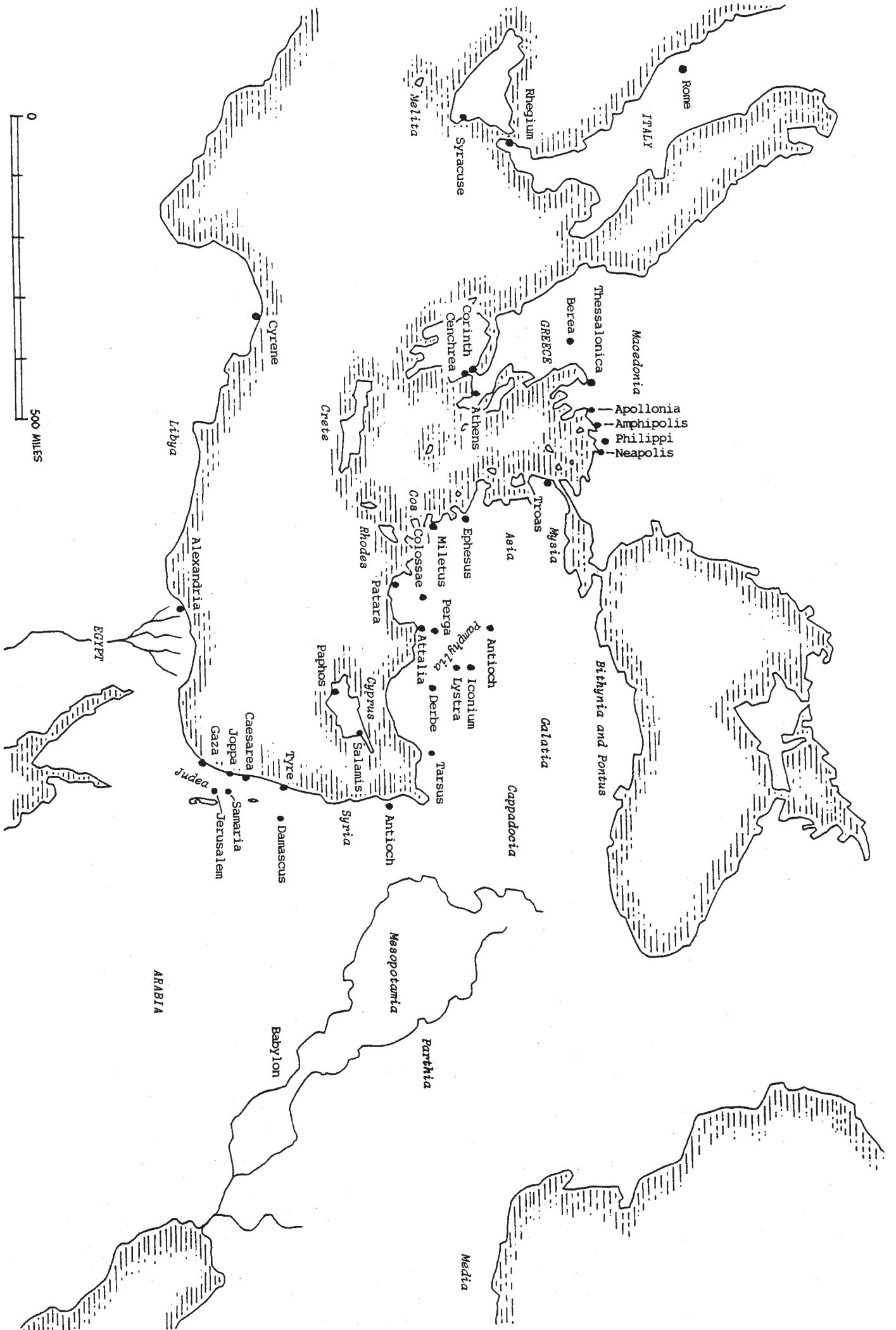
- Use a Bible to look at how many chapters are covered in this unit. Identify the fact that the New Testament and the Anno Domini part of the timeline correspond. Many people now use the phrases Christian Era (C.E.) and Before Christian Era (B.C.E.).
- Divide a large piece of paper to 3 sections, entitled "Message", "Miracles" and "Death and Resurrection". Talk about the major events of Christ's life and record each point in the relevant section.
- Ask the children why the majority of the New Testament is devoted to preaching. Try to make a list of what the message of the Apostles would have been.

## For the Timeline

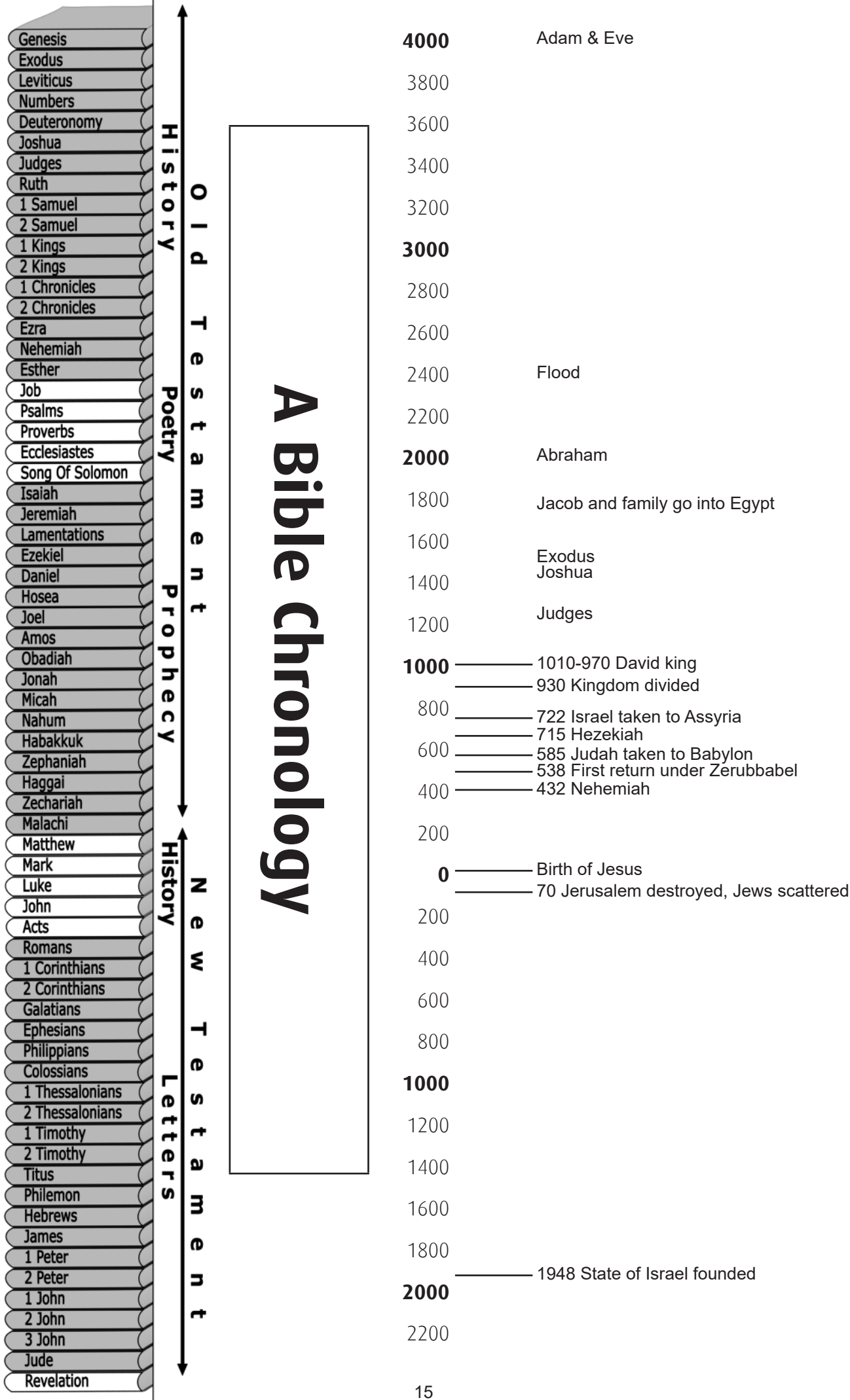
- Use name cards to put the significant names and events from this time period on the timeline.
- Give each child a blank postcard with the Bible reference to an event in Paul's life and get them to write a postcard from that place, describing what happened.
- Make an annotated map of one or more of Paul's journeys.
- Write poems or acrostics about the life and death of Jesus.
- Draw a cartoon describing a parable.
- Write speech or thought bubbles describing how people reacted to what either Jesus or one of the Apostles told them.
- Books of the Bible - use the graphic of the books of the Bible and colour in the bits covered in this time period.

## Other Activities

- Play charades or pictictionary to revise stories of the Apostles' adventures or Jesus' miracles.
- Use the sequencing games in units 2 and 3 and 4 with names from everyone in the Bible.
- Get the children to act out a tableau, or frozen picture, for different events in Bible history and get the others to guess where the tableau comes on the timeline.
- Get the children to stand in a circle. Roll or throw a ball to each other. The person who starts says the name of a Bible character and the person to whom they roll the ball has to say the name of another person who comes later in time.



# A Bible Chronology



## A tentative timeline of the Acts of the Apostles and the life of Paul

Few dates are certain, but the references are helpful in working out the sequence of events.

- 35 Death of Stephen. Saul's conversion (Acts 9:18) Saul goes to Arabia (Gal 1:17).
- 36 Pontius Pilate deposed and sent to Rome.
- 37 Tiberius killed, Caligula becomes emperor.
- 38 Saul returns to Damascus, escapes in a basket (Acts 9:23,24, 2 Cor 11:32).
- 39 Peter raises Dorcas; Cornelius converted (Acts 9:36,10,11).
- 41 Caligula assassinated, Claudius becomes emperor and makes Herod Agrippa king of Judea.
- 44 Paul spends a year in Antioch, Agabus predicts the famine in Judaea (Acts 11:28).  
Paul, Barnabus take aid to Jerusalem (Acts 11:30). Death of James, Peter in prison (Acts 12).  
Death of Herod Agrippa (Acts 12:23).
- 46 Paul returns to Antioch in Syria.
- 47 FIRST MISSIONARY JOURNEY WITH BARNABUS (Acts 13).
- 48 Iconium, Lystra and Derbe. To Antioch (S) (Acts 14) then to Jerusalem (Gal 2:1).
- 49 Paul writes GALATIANS.  
Council at Jerusalem about whether the Gentiles had to obey the law (Acts 15).
- 50 SECOND MISSIONARY JOURNEY, WITH SILAS (Acts 15:36).  
Paul and Silas Imprisoned at Philippi (Acts 16).
- 51 Paul visits Thessalonica for 3 weeks. (Acts 17:1-9) then goes to Berea (Acts 17:10-14).  
Paul in Athens (Acts 17:16-34).
- 52 Claudius expels Jews from Rome. Paul arrives in Corinth. (Acts 18:2).  
Silas and Timothy arrive, bringing gifts (Acts 18:5, 2 Cor 11:9).  
Antonius Felix becomes procurator.  
Paul writes 1,2 THESSALONIANS. (1 Thess 3:1-6).
- 53 Gallio becomes proconsul of Achaia (Acts 18:12).
- 54 Paul leaves Silas in Corinth (Acts 18:18, Rom 16:1-2) and goes to Ephesus (Acts 18:19, 19:22).  
Paul Returns to Caesarea, Jerusalem, and Antioch (Acts 18:22).  
Claudius poisoned Oct 13. Nero becomes emperor.
- 55 THIRD MISSIONARY JOURNEY (Acts 18:23).  
Paul spends 2 years in Ephesus (Acts 19; 20:31)  
Paul writes 1 CORINTHIANS (1 Cor 16:8) then makes urgent visit to Corinth (2 Cor 2:1, 12:14).  
Returns to Ephesus, writes 'painful letter' to Corinth, sent by Titus (2 Cor 7:12).  
Paul goes to Troas then Macedonia to meet Titus (2 Cor 1:12-13, Acts 20:1, 2 Cor 7:5-15).
- 57 Paul writes 2 CORINTHIANS to explain his actions and assert his authority (2 Cor 2:13,14).  
Paul goes through Macedonia and Greece, collecting money for Jerusalem (2 Cor 8:1-5).  
Paul writes ROMANS (Rom 15:24).
- 58 Paul goes to Jerusalem for Pentecost. Arrested (Acts 21), sent to Caesarea (Acts 23).  
Trial before Felix. In prison two years (Acts 24).
- 60 Felix recalled to Rome. Paul's trial before Festus, then Agrippa. (Acts 25).  
Appeal to Caesar (Nero) (Acts 26).  
JOURNEY TO ROME Shipwrecked around November (Acts 27).
- 61 Arrives in Rome, two years' house arrest (Acts 28).
- 62 Paul writes EPHESIANS (Eph 6:10) then COLOSSIANS and PHILEMON (Col 4:10, Phm :1).  
Receives gift from Philippi. Paul write PHILIPPIANS (Phil 1:12-14, 4:18).
- 63 Paul released from prison. Revisits Ephesus, Colosse (Phm :22) and Macedonia (1 Tim 1:3)..  
Great fire of Rome. Persecutions under Nero begin. Paul writes 1 TIMOTHY.
- 64 Paul goes to Spain? (Rom 15:28). Goes to Crete with Titus.  
Visits Corinth (2 Tim 4:20). Writes to TITUS. (Titus 1:5). Winter at Nicopolis? (Titus 3:12).
- 65 Paul visits Troas and Ephesus (arrested there?) and Miletus (2 Tim 4:13,20).
- 66 Paul n Rome, awaiting death. 2 TIMOTHY. (2 Tim 4:7,8).