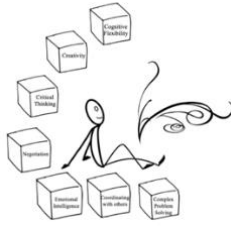


Scaffolding World History through Living Timelines and International Mustard Day (Secondary)



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theory behind the scaffold...

The incredible healing powers of mustard:

- Yellow mustard seeds are known to help you to get rid of toxins.
- Diabetes is monitored more easily if you eat mustard.
- Eating mustard is known to protect your heart health.
- Pains and aches are reduced by mustard.
- Your immune system can get a boost from mustard.
- Mustard helps cholesterol to go down.
- Mustard can increase your appetite.
- Researchers have found that mustard makes the brain work better.
- Mustard has been shown to ease the symptoms of menopause.
- Mustard is known to help with healing.
- There may be antimicrobial properties in mustard.
- Yellow or brown mustard contains important nutrients.
- Psoriasis patients report that their symptoms improve when they eat mustard.
- Mustard is rich in antioxidants that are good for your body.
- Mustard is good for your skin.
- It has been shown that mustard can help make bones and teeth healthier.
- Respiratory problems are often reduced by eating mustard
- Fever can be cured with the help of mustard.
- Mustard is good for your hair.
- Mustard helps to settle the stomach.

We can celebrate these incredible properties that are demonstrated by the ostensibly simple mustard seed through....drum roll...timelines. When we include historical events, the tiny mustard seed becomes even larger and spritelier.

One more element...Let's include the personal lives of our students. Let's meld together MUSTARD, HISTORY and our STUDENTS' LIVES!!!

Mustard Day is on the 4th of August, but even so, this scaffold can be introduced any time during the school year. You'll see that you can use the technique with virtually any historical or linear focus. Moreover, this is a powerful conversation motivator. Students will talk about the connection between historical events and the trajectory of their own lives. We give them [discourse markers](#) so they can participate more actively in the important skill of verbal negotiation.

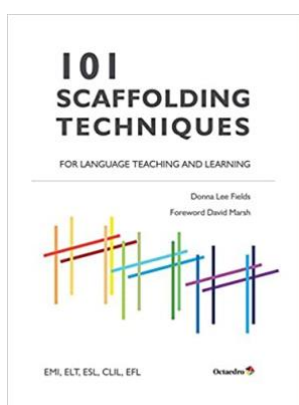
* For other refreshing and vibrant ways of looking at how history is and can be taught, see Sam Wineburg's book [Historical Thinking and Other Unnatural Acts](#).

step by step...

1. On the floor or wall of the classroom, put a line of masking tape the length of the classroom. (The goal is to make it long enough for all of your students to be able to stand on it in a line, comfortably.)
2. Lay out key dates in the history of the mustard seed, with images to support comprehension.
 - http://www.gsdunn.com/english/?page_id=2943
 - <https://www.sciencedirect.com/topics/agricultural-and-biological-sciences/mustard-seed>
 - <https://www.britannica.com/plant/mustard>
3. Students work in groups to write down these key dates and research other historical events that happened at the same time. They print out these dates on different coloured paper and lay them out below the original dates.
4. On a third set of different coloured paper, students make comments about how they might have interacted with history at each point on the growing timeline. They can use [discourse markers](#) to facilitate conversations. (In this way, the mustard seed becomes the initial conduit to study historical events on the subject you've chosen. You help personalise these events asking your students to imagine themselves living in that time.)
5. Students illustrate one element of the historical event and their supposed interaction with it.
6. In groups, students write [lower and higher order thinking questions](#) about the information on the timeline.
7. *Formative assessment:* Groups exchange their questions, answer them, and negotiate conclusions with the originating group.



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