1. Have students define cyclical and linear time.   
2. Brainstorm with students, different examples of events categorized either cyclical or linear (example, harvest, birthday, birth, marriage)  
3. Have student invent 10 events or celebrations for any given month.  
4. Make sure that each student is picking 5 cyclical and 5 linear events.  
5. Using the provided [***calendar***,](http://www.saskschools.ca/curr_content/social9/time/calendar1.htm) have each student plot his or her events. Have the student identify the event with a **L** for linear, and a **C** for cyclical. In the square provided, the student must give reasons why the event is either cyclical or linear.

Some of the events the student may choose to include could be:  
  
¨ his or her first day of school  
¨ A birthday  
¨ Equinox date  
¨ A holiday  
¨ Day of a special event

**Linear and Cyclical time Plotting Assignment**

**Month:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | | | | | | |
| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |