

Notes for *History of English*

**Lesson 13.0  
OVERVIEW**

**Lesson Summary – History of English**

Last, but not least, we will take another bird's eye view. This time not just with all of the language system in our purview, but also with a longitudinal perspective over up to 4500 years. That is how far back written records of Indo-European languages exist, of which English is one.

**Main Goals**

After completing this lesson, you will be able to:

- Name the different immigrant groups that inhabited Great Britain
- Identify a phonological, graphological, morphological, syntactic, and semantic example of language change in the Lord's Prayer
- Analyze what word formation processes underlie a list of common words
- Demonstrate the reason behind flexible Old & fixed Present Day English word order

**Main Ideas**

- Invasions by Celts, Romans, Anglo-Saxons, Scandinavians, and Normans
- Language change and linguistic levels
- Word formation
- Synthetic vs. analytic word formation in Old English vs. Present Day English

**Housekeeping**

**FINAL PAPER (asynchronous): Please submit in Canvas by August 22, 2023**

**Homework**

- **READ**
  - o read File 13 *Language Change in Language Files*
  - o read Culpeper ch 1 *The Birth of English*, ch 2 *Investigating Change in English*, ch 8 *Grammar I: Nouns* (in [Canvas Reading Lists](#))
  - o read old Language File 10.11 ([Lesson 13/Readings](#))
- 1. **ONLINE DISCUSSION EXERCISE:**
  - **History of English** Think-Pair-Share exercises (group threads in forum *History-of-English Think-Pair-Share* ([Forum F13.1](#))) in discussion forum
  - **British Geography** ([Forum F13.2](#) & [googledoc](#))
  - Lord's Prayer ([Forum F13.3](#))
- 2. **PAPER (Final Draft):**  
Hand in **Tuesday, August 22, 2023**

## AT A GLANCE

Here is a summary of all the things in the course that you're supposed to do this week:

### 1. READ

- File 13 *Language Change*
- *Culpeper ch.s 1, 2, & 7* (reader)
- old File 10.11 (Reader)

### 2. DISCUSS:

- **History of English** Pair-Share exercises (group threads in forum *History-of-English Think-Pair-Share* ([Forum F13.1](#))) in discussion forum

### 3. DISCUSS

- **British Geography** ([Forum F13.2](#) & [googledoc](#) )

### 4. DISCUSS

- **Lord's Prayer** ([Forum F13.3](#))

### 5. DISCUSS

- **Morphological Processes** ([Forum F13.4](#))

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## NEXT:

- Now you can start playing back the *Google Meet* recording of this lesson by going to *Home* in Canvas, scrolling down to the module *for the current lesson*, and clicking on the link [Lesson 13 Recording Link and Notes with time stamps](#)
- Consult the notes below in parallel as you watch the video.
- In the video, skip over recorded class discussion activities at the places indicated here in *Notes*.
- Instead of watching them, conduct the respective discussion activity online in CANVAS. Activity labels are given in the *Notes* file below. Instructions for the activities are given in the recording by me orally and also repeated in the CANVAS discussion forums in writing.
- After getting started with an activity, continue watching the video at the time marked below in this file and also continue the activity throughout the lesson.

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- Logistics: (**5:15**)
  - I have graded all assignments except papers & journals ; ck Canvas gradebook
  - IPA dictation: “dearest” – [i & ə]; “pronunciation”: my pronunciation [ʌ ə]; “verse” [vɑ:z]; questions?
  - Topic Statement homework assignment: split between my feedback (11) and postings & feedback to others (9); will be entered in gradebook, too. Please give each other feedback on your topic statements yet.
  - SWBAT
  - Course Evals
- Debriefing last week: (**Summer 2023 students should listen, too; 21:11**)

Relevance for all ESL & language teachers:

Because every sentence with verb phrase expresses aspect meanings, and aspect endings -s, -ing, -ed are very common, big-picture review of aspect and my research:

- **Big Picture of Teaching & Acquisition of Aspect**  
our study: explicit teaching of **meaning itself** [show ppt **teaching intervention** in Lesson 12/Supplemental Materials]  
1.5-hour **Teaching Intervention** covered:
  - 2-state situations (lexical aspect)
  - semantic truth values of **perfective** & **imperfective** aspect (grammatical aspect): **completed** & **non-completed** situation
  - **pragmatic inferencing** around **causal links** in narratives
    - **Text Design:**
      - A text with a **cause** and an **effect** situation
      - A **causal link** may be inferred between the cause and the effect
      - **Aspect** of the **cause** was **manipulated**
      - If cause is **Past Progressive** (*imperfective* or *incomplete*), the cause is likely to be inferred as reason for the distress (**CAUSE SWITCHED ON**)
      - If cause is **Simple Past** (*perfective* or *completed*), another cause is more likely to be inferred as the reason (**CAUSE SWITCHED OFF**)

Table 2

*Example Narrative with two Possible Causes (6) and (7) and a Surprise Effect (13)*

- 
- (1) Shelly was visiting her grandparents in Northern Minnesota.
  - (2) It was a beautiful drive,
  - (3) the narrow two-lane road lined with trees,
  - (4) the leaves beginning to turn.
  - (5) The road was empty except for this slow poke in front of her.
  - (6) **Impatiently, she [*was passing/PASSED* the pickup]. [...] = two-state situation**
  - (7) Unexpectedly, a deer came charging out of the woods
  - (8) forcing her to turn the steering wheel to the right.
  - (9) Within split seconds, several thoughts raced through her head.
  - (10) The car belonged to the company her dad works for.
  - (11) Would she get in trouble for taking it without asking?
  - (12) Would he punish her by not letting her use his car again?

(13) She felt a strong bump.

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o *MinneTESOL article: Research-based Practices & three studies*

take-aways:

- complex linguistic content can get messy while teaching (“during reading”)
- errors may increase (past tense meaning stronger after reading)
- direct teaching of meaning appears to help:
  - both pragmatic meaning of aspect in narratives
  - and semantic meaning of aspect (grammatical & lexical aspect - presumably) successful
- complex linguistic content needs repeated teaching – no one-time shots

o Current study: baseline with natives; how much processing do native speakers actually do? □ fuzzy grammatical categories

For Spanish: Raphael Salaberry

Jigsaw Group Activity: Group reports of Semantic chapter review:

Think/Pair/Share: Homophone/Homographs/Homonyms/Polysemes

[Kayla Elftmann](#)

Homonyms: each of two or more words having the same spelling or pronunciation but different meanings and origins.

Example: Right; Turn right and she was right to say that.

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[Andreas Schramm](#)

Homonyms are tough, Kayla. They almost always require the use of an etymological dictionary, like the OED. I happen to know that all the meanings of ‘right’ go back to the same origin – they are polysemes. Some of the other’s had examples though: bat/bat, ear/ear, bank/bank.

.....  
LESSON: History of English

● Book review (41:03)

- Culpeper: History of English

see Canvas Reading Lists

- Muthmann: Reverse English Dictionary

[https://www.amazon.com/Reverse-English-Dictionary-Phonological-Morphological/dp/3110164884/ref=sr\\_1\\_1?dchild=1&keywords=muthmann%3A+reverse+english+dictionary&qid=1607536693&s=books&sr=1-1](https://www.amazon.com/Reverse-English-Dictionary-Phonological-Morphological/dp/3110164884/ref=sr_1_1?dchild=1&keywords=muthmann%3A+reverse+english+dictionary&qid=1607536693&s=books&sr=1-1)

- Clark Hall: A Concise Anglo-Saxon Dictionary

[https://www.amazon.com/Anglo-Saxon-Dictionary-Clark-Hall-1-Apr-1984-Paperback/dp/B011T7EZ0S/ref=sr\\_1\\_3?dchild=1&keywords=Clark+Hall%3A+A+Concise+Anglo-Saxon+Dictionary&qid=1607536885&s=books&sr=1-3](https://www.amazon.com/Anglo-Saxon-Dictionary-Clark-Hall-1-Apr-1984-Paperback/dp/B011T7EZ0S/ref=sr_1_3?dchild=1&keywords=Clark+Hall%3A+A+Concise+Anglo-Saxon+Dictionary&qid=1607536885&s=books&sr=1-3)

- Oxford English Dictionary **USE Bush Library**

[https://www.amazon.com/Oxford-English-Dictionary-Vols-1-20/dp/0198611862/ref=sr\\_1\\_2?crid=2C8NRZKNR7YL7&dchild=1&keywords=oxford+english+dictionary+20+volume+set&qid=1619633130&srefix=oxford+english+dictionary%2Caps%2C202&sr=8-2](https://www.amazon.com/Oxford-English-Dictionary-Vols-1-20/dp/0198611862/ref=sr_1_2?crid=2C8NRZKNR7YL7&dchild=1&keywords=oxford+english+dictionary+20+volume+set&qid=1619633130&srefix=oxford+english+dictionary%2Caps%2C202&sr=8-2)

- Swales & Feak: English in Today's Research World [abstracts, posters, conference presentations]

[https://www.amazon.com/English-Todays-Research-World-Professional/dp/B014GG5I46/ref=sr\\_1\\_10?dchild=1&keywords=swales+%26+feak&qid=1619561994&sr=8-10](https://www.amazon.com/English-Todays-Research-World-Professional/dp/B014GG5I46/ref=sr_1_10?dchild=1&keywords=swales+%26+feak&qid=1619561994&sr=8-10)

- Language Change (46:20)

Let's revisit prescriptivism v. descriptivism

Claim that there is a never-changing standard English is prescriptivist

Language ALWAYS changes, NEVER is uniform

### CAUSES OF LANGUAGE CHANGE

First, **internal factors** of language change

*one part of a language changes and in turn triggers another part to change*

languages are systems, everything within a language is connected

□ one change triggers another

example:

Inflectional endings have become less and less important in English over the last 2000 years.

- Think-Pair-Share: What are inflections? What linguistic level do they belong to?

(51:05-55:53)

Debrief:

grammatical  
affixes

function  
suffixes

□ change means speakers of English pay less and less attention to the information carried by the endings on words

□ consequently, any final sounds pronounced less carefully, even have been omitted entirely.  
for example, *name, fine, fame, climb*

Next, **External factors** of language change: *social, cultural, or physical in nature*.

External factors: connected with the **external history** of language users;

so let's next look at Britain's history

□ invasions and settlement of Britain from outside: *two languages are spoken side by side*

□ **language contact**: two languages in contact mutually influence one another

□ language change: very common all over the world and throughout history

has occurred in English several times; one of the major forces of language change in English.

- **British Invasions: *British Geography* Group Discussion**

We will discuss the ethnic groups involved in English contacts and the dates

Let's do an exercise that gives opportunity to review these facts. (click here for [MAP OF ENGLAND](#) [Chrome])

For Summer 2023 students (1:16:00-1:46:20; [Forum F13.2](#) & [googledoc](#) :

I have copied the table from the Googledoc ([googledoc for this exercise](#)) into the forum called [Forum F13.2 British Geography](#). I am explaining the instructions for this activity in the recording. The googledoc also contains a *timeline* covering approximately the last 2000 years. The goal of the exercise is to recreate how the British Isle was populated over the last 3000 years.

Each one of you has been assigned to one of the five major groups that have invaded or settled in Britain in the last 3000 years: *Celts* (Lisa & Josie), *Romans* (Chris & Joy), *Anglo-Saxons* (*Jutes, Frisians, Angles, Saxons*) (Ben, Kim, Siri, Emily & Ravi), *Scandinavians* (Jackie & Shawn), and *Normans* (Emilie & Sara); In the googledoc pick a color for your group so that the entries will be color-coded [[create 5 GoogleMeet groups](#)].

For this exercise, I would like you to do the following:

1. Skim chapters 1 and 2 in Culpeper to find references to the ethnic group you chose. also check out online resources; for example (but not limited to):

<http://www.ruf.rice.edu/~kemmer/Words/chron.html>

[https://images.search.yahoo.com/search/images?p=map+of+history+of+english+language&fr=yfp-t-s&imgurl=http%3A%2F%2Fwww.bunpeiris.org%2Fwp-content%2Fuploads%2F2016%2F01%2Fhistory\\_of\\_english4.0.png#id=1&iurl=http%3A%2F%2Fwww.bunpeiris.org%2Fwp-content%2Fuploads%2F2016%2F01%2Fhistory\\_of\\_english4.0.png&action=click](https://images.search.yahoo.com/search/images?p=map+of+history+of+english+language&fr=yfp-t-s&imgurl=http%3A%2F%2Fwww.bunpeiris.org%2Fwp-content%2Fuploads%2F2016%2F01%2Fhistory_of_english4.0.png#id=1&iurl=http%3A%2F%2Fwww.bunpeiris.org%2Fwp-content%2Fuploads%2F2016%2F01%2Fhistory_of_english4.0.png&action=click)

<https://i.pinimg.com/originals/33/cd/e9/33cde92a740f5f8997e7652f031b5913.png>

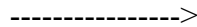
2. Determine (if known) where your group **came from** and where it **settled** in Britain initially; check out a map (e.g., [click here](#)) and the table in [googledoc for this exercise](#) to get a sense of how I laid out the geography of the British Isles. Also, track your **group's movements** within Britain if your group's territorial spread changed over time.
3. Determine at what **time** it entered Britain and **how long** it stayed there
4. Find out which **language** your group spoke and what **current language forms** (e.g. place names, religious words) still attest to your group's presence in Britain
5. Discuss your findings in your *GoogleMeet* group; **Post and discuss your findings in the group forum**; Position yourself within figure on floor (with your partner) [campus];
6. Once your group is ready, enter the answers to 2., 3., and 4 in the [googledoc for this exercise](#). At the googledoc, you will enter the information for your group in the table and on the time line that looks just like those in the discussion forum [Forum F13.2 British Geography](#). That way all of us can see and discuss the chronological and regional history of Britain.
7. Check the table and timeline in the googledoc regularly to see the results of other groups' discussions. Also discuss with each other whether you agree with their results.

Debrief: (1:46:20; **Again, wait to play back this debriefing until you have researched and entered your data; you can double up on the existing information. Then listen to the information for all the immigrant groups**) [[googledoc for this exercise](#)]



- Normans

Timeline: [see googledoc]



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BREAK (End of first half of session: 2:12:52)  
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- Linguistic Levels of Change (1:31)

This next section serves two purposes:

- to gain a perspective as to the *linguistic levels* on which change is possible and
- to solidify our understanding of the *comparative method*.

Again, the *comparative method* is very *useful* to language teachers

Textbook: "by investigating the *history* which is *relevant to the present state* of the English language, we can gain *insight* into that language [...]"

- why **spelling** is so difficult
  - how **new words** come about
  - why there are so many **near-synonymous, but stylistically different words** (such as **whole, complete, total, entire**)
  - why it is that we have a **choice of constructions to express possession** (e.g. **the city's property** and **the property of the city**); but compare “”, where there is no choice;
  - how come President **Obama** **sounds different** from us **Minnesotans** and **Rocky** (Sylvester Stallone) from **Clint Eastwood**.
- **Think/Pair/Share: what is the difference in meaning and use of the possessives? When is each used and by whom? (7:56-11:32; go to Forum F13.1)**

Debrief:

of  
animate human older newer colloquial formal

comparative method:

- uses knowledge of the **history** of English to **detect linguistic patterns and relationships** in today's English.
- explains the confusing **complexities and inconsistencies** in today's English based on **language change**
- better **understanding** of the present state of the English language because of its **history**
- method is constantly **used by non-native speakers** to make sense of new language forms
- better understanding of the **processes involved in language learning**.

- **Lord's Prayer**

Let's **practice** the comparative method within **language change**  
we'll compare the **Lord's Prayer** from the year **1000** and today  
for starters, **listen to Old English (Anglo-Saxon)** version

- **Listen to CATHY BALL'S** reading of **ANGLO-SAXON LORD'S PRAYER** (Canvas Lesson 13/Supplemental Materials/ **Anglo-Saxon Lord's Prayer (paternoster.wav)** [MediaPlayer; printed **below**]

Fæder ūre, þū þe eart on heofonum, sī þīn nama gehālgod. Tōbecume þīn rīce. Gewurðe þīn willa on eardān swa swa on heafonum. ūrne gedæghwamlican hlāf syle ūs tō dæg. And forgyf ūs ūre gyltas, swa swa wē forgyfað ūrum gyltendum. And ne gelæd þū ūs on costnunge, ac ālȳs ūs of yfele. Sōðlice.

- **CHECK OUT AAVE VERSION** ([Lord's Prayer in AAVE](#))[Chrome]

linguistic change is **not limited to the level of pronunciation and spelling**  
**language change** can be found on **all levels** of linguistic structure:

**phonetics/phonology (pronunciation), graphology (letter symbols), morphology/lexis (word structure/words), syntax (word order/sentence structure), and semantics (meaning).**

let's apply **comparative method** to **all these levels**  
increase your **understanding** of **where language change is possible** and has in fact **occurred**

let's do an **exercise** based on **Exercise 2.1** in your text book (**Culpeper**, 3rd edition).  
similar to **textbook p. 530**

- **Group Activity:** Compare **Old English** Lord's Prayer with **Present Day English** (**textbook p. 530**; **Forum F13.3 Lord's Prayer; 28:23-58:08**; **here are your groups:**  
**Group 1:** Lisa, Josie, Chris, & Joy  
**Group 2:** Ben, Kim, Siri, Emily, & Ravi  
**Group 3:** Jackie & Shawn, Emilie, & Sara

### The Lord's Prayer

**Here are three** translations of the paternoster corresponding to the three major periods in the history of the English language: **Old English (or Anglo-Saxon)**, Middle English, and early Modern English. The first was made about the year 1000, the second is from the Wyclif Bible of 1380, and the third is from the King James Bible of 1611.

Some of the characters in the Old English text below may not show up properly on your computer depending on the fonts available. The characters  $\bar{u}$ ,  $\bar{i}$ ,  $\bar{a}$ ,  $\bar{o}$ , etc. are **marked for length** with a line across the top of the character.

1. **OLD ENGLISH:** Fæder  $\bar{u}$ re,  $\bar{p}\bar{u}$   $\bar{b}\bar{e}$  eart on heofonum,  $\bar{s}\bar{i}$   $\bar{p}\bar{i}\bar{n}$  nama gehālgod. Tōbecume  $\bar{p}\bar{i}\bar{n}$  rīce. Gewurðe  $\bar{p}\bar{i}\bar{n}$  willa on earðan swa swa on heafonum.  $\bar{u}$ rne gedæghwamlican hlāf syle  $\bar{u}$ s tō dæg. And forgyf  $\bar{u}$ s  $\bar{u}$ re gyltas, swa swa wē forgyfað  $\bar{u}$ rum gyltendum. And ne gelæd  $\bar{p}\bar{u}$   $\bar{u}$ s on costnunge, ac  $\bar{a}$ l̄ys  $\bar{u}$ s of yfele. Sōðlice.
  2. **MIDDLE ENGLISH:** Oure fadir that art in heuenes halowid be thi name, thi kyngdom come to. be thi wille don in erthe as in heuene, yeue to us this day oure breed ouir other substaunce, & foryeue to us oure dettis, as we foryeuen to oure dettouris, & lede us not in to temptacion: but delyuer us from yuel, amen.
  3. **EARLY MODERN ENGLISH:** Our father which art in heauen, hallowed by thy Name. Thy kingdome come. Thy will be done, in earth, as it is in heauen. Giue vs this day our dayly bread. And forgiue vs our debts, as we forgiue our debtors. And leade vs not into temptation, but deliuer vs from euill: For thine is the kingdome, and the power, and the glory, for euer, Amen.
  4. **PRESENT DAY ENGLISH:** Our Father, who is in heaven, may your name be kept holy. May your kingdom come into being. May your will be followed on earth, just as it is in heaven. Give us this day our food for the day. And forgive us our offenses, just as we forgive those who have offended us. And do not bring us to the test, but free us from evil. Amen.
-

**Here is what you should do:**

1. Through the word “rīce“ in the second line, write a **gloss (=word-by-word literal translation)** - just like in **Appendix IV** of the Culpeper book for the exercise above) for each Old English word using the other versions for guidance in translating. In other words, you translate the OE text word for word by **comparing and contrasting the Old English and Present Day English versions**. This is like detective work! You may have to **deduce unknown words** by **comparing the different versions** of the text or guess the translations for some of the words. This closely simulates the non-native experience by the way!

In translating,

- you should also use the **etymological** information given in many contemporary **dictionaries**, or you may use an OE (Anglo-Saxon) dictionary available in libraries.
  - Make sure that it is clear **which OE word each gloss corresponds** to!
  - Use **Text 1 in Appendix IV** as a **model** for how to gloss a text.
  - Discuss unclear words in your groups or in the Canvas discussion forum.
2. Write a **Present-Day English (PDE) translation** of the exact OE version given to you. *Do not simply write a PDE version you know by heart though.* Instead, give a PDE rendering of the OE text given to you by **adjusting word order** and **adding an occasional word!**
  3. Write down and explain, **by linguistic levels** (phonetics/phonology, graphology, morphology/lexis, syntax, semantics), **1 example for each level** showing how the two versions differ. To come up with such examples, you need to **compare and contrast** the Old English version (plus its gloss) with your Present-Day English version like in the Culpeper exercise.  
Here is an **example**: "*MORPHOLOGY: the inflection –e in OE ‘ure’ was deleted; PDE only has the stem ‘our’ without an inflection. Inflections/endings are the concern of morphology; therefore this example belongs to the morphological level.*"

**Debrief: (58:08; please watch after putting your posts in the discussion forum)**

- **Word Formation Processes: (1:09:39)**  
Explain word formation processes  
Group Activity **(1:15:36-1:32:35; Forum F13.4)**; here are group memberships:

Group 1: Lisa, Josie, Chris, & Joy

Group 2: Ben, Kim, Siri, Emily, & Ravi

Group 3: Jackie & Shawn, Emilie, & Sara

Below is a list of English words with examples for the morphological processes in Culpeper there are three examples for each process (some may also fit more than one category)

*burgle, smog, fatal, SNAFU, sputnik, blackbox, sandwich, splat, girlfriendless, edit, diesel, RADAR, ad, UNESCO, bus, clank, Xerox, orientate, brunch, radiotrician, watt, actor, post office, input, pencil, Kleenex, telly, lunchbox, salsa, kindergarten, keyboard, Q-tip, cockadoodle-doo.*

- a) Identify the three examples in the list above for each of the processes in Culpeper. For example, *burgle* is one example of back-formation from *burglary*; there are 2 more in the list. No word should be used twice!
- b) Write these three examples next to the processes that they exemplify. For example, *back-formation: burgle, XXX, YYY* (where XXX and YYY are the other 2 examples of back-formation).

These are the morphological processes, also listed in Culpeper's chapter 5; some have alternate names, which are given in parentheses:

1. compounding:
2. affixation:
3. onomatopoeia:
4. acronyming:
5. clipping:
6. back-formation:
7. blending (telescoping):
8. eponyming (idea-naming)
9. functional conversion (functional shift):
10. nonce-formation (creation from nothing):
11. loaning (direct borrowing from other languages):

Debriefing: (1:32:35)

And here are the solutions in typing:

11.

- Word Order vs. Inflections (did not get to this activity...)

- Farewell (1:38:23-1:41:25)

\*\*\*Take care and thanks for a great class! We have come a long way!!! –Andreas\*\*\*

I WILL CONTINUE CHECKING IN ON DISCUSSIONS THROUGH NEXT MONDAY, AUGUST 21.

END OF SESSION

Notes for Andreas

NORTHWEST  
(Ireland, Scotland)  
CELTS 1000-600 BCE

NORTHEAST  
(Scotland)  
CELTS 1000-600 BCE

NORTHWEST  
(Northumbrian)  
CELTS 1000-600 BCE  
120 CE Romans Build Hadrian's Wall

NORTHEAST  
(Northumbrian)  
CELTS 1000-600 BCE  
120 CE Roman's Build Hadrian's Wall

NORTHWEST MIDLAND  
CELTS  
Normans  
Anglo-Saxons

NORTHEAST MIDLAND  
CELTS 1000-600 BCE  
Normans  
Anglo-Saxons

WESTMIDLAND  
CELTS 1000-600 BCE  
Normans

EAST MIDLAND  
CELTS 1000-600 BCE  
Normans

SOUTHWEST MIDLAND  
CELTS 1000-600 BCE  
Normans

SOUTHEAST MIDLAND  
CELTS 1000-600 BCE  
45 CE Romans settled the region to the north of London  
Anglo-Saxons  
1066 CE - William The Conqueror crowned King of England December 25

Linguistics for Language Teachers (ESL 8100) – Summer 2023

SOUTHWEST  
(Southern)

CELTS 1000-600 BCE

1066 CE - Normans Landed on  
September 28th in Pevensey

50 CE Romans

SOUTHEAST  
(Southern, Kent)

1066 CE - Battle of Hastings on October 14th

CELTS 1000-600 BCE

This timeline covers the last 2000 years or so (0 marks Christ's birth). Mark on it when in history your ethnic group lived in Britain. Use different colors and write your group's name in that color below the timeline along with the year they entered Great Britain.

-[1000CELTS]-----0[Common Era]-----449 CE-----1066  
CE-----> [Timeline]