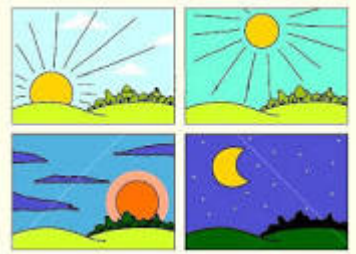



RETELLING HISTORY

Ages 4 to 7 (Level 1)

Description:	Learners will begin to explore events in a timeline getting a deeper understanding of the calendar, time, cause and effect, tenses and sequencing. Learners will eventually write their own historical incident and depict that that in a sequence as a puzzle
Leading question:	Can you retell history?
Age group:	4 – 7 years
Subjects:	Social Studies (History), Numeracy and Literacy
Total time required:	~5 hours over 5 days
Self-guided / Supervised activity:	Medium
Resources required:	Paper, Pen, Colors, Scissors and Cardboard

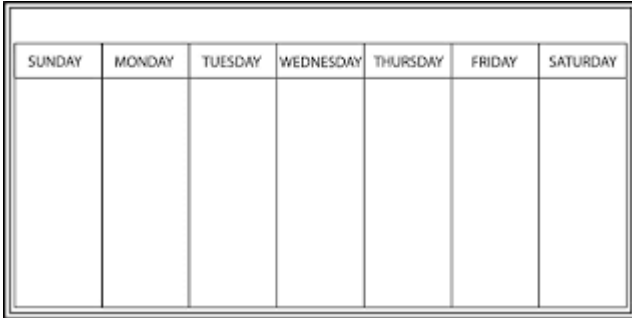
Day	Time	Activity and Description
1	20 minutes	<p>Learners will begin to understand that history is what happened with people at some time in the past. Many of these stories and events happened at a particular time, something happens first then something else happens.</p> <p>Learners will design their own calendar for a day, week or month depending on their age and abilities</p> <p>For younger learners they will illustrate a quadriptych that is a painting that has four panels one for the morning, afternoon, evening and night. For each of the panels the learner will illustrate that time of day or night with the relevant colors and what they usually associate with that time for e.g. Morning will bright and learners can draw the sun, birds, animals and people eating breakfast and bathing etc.</p>  <p>Learners should mark each of these images as First, Second, Third and Fourth and numerically represent this as 1st, 2nd, 3rd and 4th. They will also write the time of the day as morning, afternoon, evening and night.</p>

Learners should mark the time on each of the images as well, for older learners they can illustrate a clock with the hands depicting the time e.g. 9:30 am



15 minutes

Learners will now draw the weekly calendar creating a long rectangle and marking 7 boxes one for each of the days. Older learners can measure the length of each of the boxes. They will label each day as Monday, Tuesday, Wednesday, Thursday, Friday, Saturday and Sunday. They can label the two days of the weekend in a different color



20 minutes

Learners will now draw the monthly calendar. The month will either have 30 or 31 days and we need a box for each of these. Learners should draw each row as a week with 7 boxes for each day of the week and the extra days at the bottom.

Learners should label the days in each column e.g. column 1 is Monday, column 2 is Tuesday, column 3 is Wednesday etc. Learners should label with row as week 1, week 2 etc. Learners will also mark each day with the date e.g. 1st, 2nd, 3rd etc. and write the name of the month and the year on top


JULY 2020


	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Week 1			1 st	2 nd	3 rd	4 th	5 th
Week 2	6 th	7 th	8 th	9 th	10 th	11 th	12 th
Week 3	13 th	14 th	15 th	16 th	17 th	18 th	19 th
Week 4	20 th	21 st	22 nd	23 rd	24 th	25 th	26 th
Week 5	27 th	28 th	29 th	30 th	31 st		

Learners can do a few numeracy extension problems:

	15 minutes	<ul style="list-style-type: none"> - Can you create 5 mathematical functions with different numbers that all add up to 30? E.g. $15 + 15 = 30$ or $10 + 5 + 15 = 30$ etc. - If Samir went to school for 4 days of the week, how many days did he stay home? Hint: $7 - 4$ - Leena finished lunch at 2 pm and then read a book until she went out to play at 5 pm – how many hours did Leena read a book? - What are the total number of days from September to end November? (Hint: How many days in each month September (30) + October (31) + November (30) - How many more days in January than February? (Hint: $31 - 28$)
2	<p>10 minutes</p> <p>10 minutes</p> <p>30 minutes</p> <p>20 minutes</p>	<p>Learners begin to understand stories and how they relate to time and sequence</p> <p>Learners can listen to or read their favorite story a few times – if learners do not have access to books, they can ask a family member to tell them a story (attached a story in the appendix)</p> <p>Learners will retell the story. Learners will divide their story into 3 – 4 episodes and use the words: i) Firstly this happens, ii) Secondly this happens and iii) Finally this happens - to describe the story</p> <p>Learners will either create their own story with illustrations and no words (especially for younger learners). They will divide the story into different pages for the different incidents or episodes and label these pages 1 – 4 or divide one page into 4 panels/sections and number them as was done on day 1</p> <p>Older learners can also write the accompanying text with the illustrated story. The story must be shared and divided in the same way across pages</p> <p>Learners will now populate their calendar with incidents from their own life e.g. marking birthdays, important occasions for example first day of school, or fun incidents e.g. met a friend. Older learners can write each of these incidents with some detail on the weekly calendar and younger learners can illustrate and label these on the monthly calendar. Learners will begin to understand things that happened to them in the past</p>
3	20 minutes	<p>Learners will begin to understand the concept of cause and effect and also use the correct tenses when describing a story from the past-present and future</p> <p>We need to explain to the learners that the world works on the concept of cause and effect that is something happens and because of that something else happens for example:</p> <ul style="list-style-type: none"> - My child jumped out from the sofa so I dropped the plate I was holding <p>Cause: My child jumped out from the sofa Effect: I dropped the plate</p> <ul style="list-style-type: none"> - The ice-cream fell and that's why I am sad - I spoke to my mother for a long time therefore I am very happy

		<ul style="list-style-type: none"> - I am very sleepy today because I slept very late last night - It was raining today and as a result she got wet when she went out - The balloon burst because I popped it <p>Learners will identify and organize events into the cause and effect. Older learners will write these in two columns and younger learners will illustrate the incidents in the two columns</p>
	15 minutes	Learners will write their own 3 cause and effect statements using the words because, as a result of, therefore or so to illustrate the relationship between the two events. For younger learners they can illustrate the cause and effect
	15 minutes	Learners will now retell or tell their chosen story exploring what happened, the cause and effect, the sequence and correct tenses. Learners can design their own future incident for their story
		<ul style="list-style-type: none"> - When speaking about something that has happened, learners will use past tense verbs will talk about something in the past e.g. played, sang, wrote, swam, cooked etc. - When speaking about the present learners will use present tense e.g. reading, writing, working, dancing etc. - When speaking about the future tense learners will use the words will play, will shop, will dance etc.
	10 minutes	Learners will ask their family member to narrate a historical story of significance to them or design an incident from their own life using the calendar e.g. the independence struggle of the country, founding father, how the country sent a rocket to space, a time of floods etc. Learners can ask multiple different members of the family to retell the same story to get different details, opinions and perspectives
4		Learners will design a number-line to begin to understand sequencing and chronology
	15 minutes	Learners will draw the numbers from 1 – 10 and cut these out and place them on the ground. Each of the numbers can be placed on a separate tile or at a set distance (e.g. each number is one elbow length away from the other)
	15 minutes	Learners will retell their story on this number line, when they depict the first incident they will be in number 1, when they depict the second incident they will jump to number to and so on
		Learners can then leave larger gaps in the numbers based on the time lapse between incidents e.g., there is a gap of a week between some incidents and a gap of only a few hours between other incidents.

	<p>15 minutes</p> <p>15 minutes</p> <p>10 minutes</p>	<p>Learners will now illustrate the historical story that was shared with them the previous day into different incidents identifying what came first, second, third and lastly. They will also identify the cause for and effect of specific incidents e.g. there was a lot of rain and therefore our house flooded etc.</p> <p>Learners will now arrange this story and these incidents on the number-line as a sequence</p> <p>Numeracy Extension: Learners will do some simple word problems of addition and subtraction on the number-line, by jumping back and forward. Learners will also write the word problems in a numerical representation e.g. $9 - 5 = 4$</p> <ul style="list-style-type: none"> - If Samir turns 5 this year, how old was he 2 years ago? - Leena was playing a game with 4 girls and then 3 boys joined the games, how many children were playing? - If John made 3 sandwiches and then made 5 more, how many sandwiches does he have? - Rose threw 8 balls, Lily hit 2 of those balls, and how many balls did Lily hit?
<p>5</p>	<p>15 minutes</p> <p>20 minutes</p>	<p>Learners will have a chance to write the future of their story as they understand and make a chronologically sequenced puzzle out of it</p> <p>Learners will write or illustrate the next incident in the historical story that includes them in future sense e.g. for a historical story of Neil Armstrong going to the moon on Apollo 11, learners can add a last incident in the future as: 20 years later, I will design a rocket that takes half the amount of time to reach the moon and come back</p> <p>Learners will paste the illustrations of the 3 – 4 incidents on cardboard pieces and cut them out like puzzle pieces so that the first incident can fit into the second incident and the third and the final. In the absence of cardboard, they can also use paper to make the puzzle</p> 

15 minutes	 <p>Learners can ask family members to put together their historical story puzzle in the right sequence with the appropriate verb tenses</p>
Assessment Criteria:	<ul style="list-style-type: none"> - Learners ability to use the correct chronology and sequence when retelling a story - Designing a calendar and marking their own incidents - Accurately identifying the cause and effect of incidents in stories - Learners ability to use the correct verbs and tenses - Clarity of illustrations and retelling of stories

Learning outcomes:	<ul style="list-style-type: none"> - Understanding chronology and sequence of stories - Comprehending the concept of cause and effect - Understanding the past, present and future of events and incidents - Retelling stories and incidents orally, in written and drawn formats - Designing a timeline
Required previous learning:	None
Inspiration:	None
Additional enrichment activities:	Learners can understand longer historical stories with more than 3 – 4 incidents
Modifications to simplify the project tasks if need be	Learners can chose a story from their own life instead of a historical incident

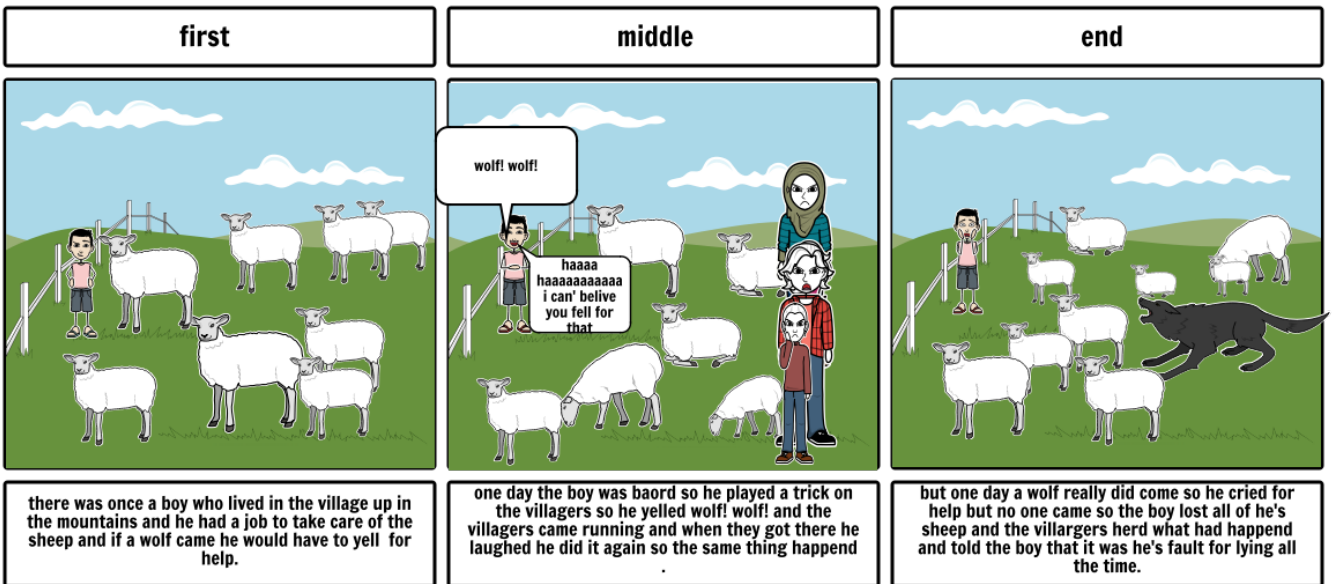
APPENDIX

Short Story: The boy who cried wolf (Adapted from Aesop's Fables)

Once upon a time, there was a shepherd boy called Samir. One day while looking after his sheep, he was getting very bored. He decided to play a trick and fool the villagers. He climbed into a tree and shouted, "Wolf, wolf! A wolf is eating my sheep! Help!" The villagers came running to help him and they saw there was no wolf. Samir laughed at all the villagers. He kept fooling the villagers by crying wolf for the whole week.

The next week, an actual wolf came. Samir got very scared and started shouting for help. This time no one came to help him and the villagers shouted back, "we know there is no wolf and you are just fooling us." The wolf ate all Samir's sheep one by one and he could not do anything.

Samir learnt an important lesson and never lied again.




Ages 8 to 10 (Level 2)


Description:	Learners will begin to explore historical events to understand the concept of timelines, cause and effect and characters. Learners will eventually re-write the end to their own historical incident and depict that that in a sequence as a puzzle
Leading question:	Can you retell history?
Age group:	8 – 10 years
Subjects:	Social Studies (History), Numeracy and Literacy
Total time required:	~5 hours over 5 days
Self-guided / Supervised activity:	Medium
Resources required:	Paper, Pen, Colors, Scissors and Cardboard

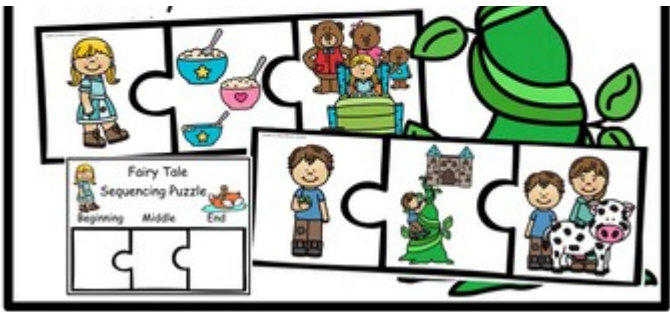
Day	Time	Activity and Description																																																
1	20 minutes	<p>Learners will begin to understand history through stories of people in the past. There are many causes and events that lead to decisions. Learners will understand these stories and events and write their own historical story</p> <p>Learners will create a calendar for the last quarter (e.g. 3 months). The month will either have 28, 30 or 31 days and we need a box for each day of the month. Learners should draw each row as a week with 7 boxes for each day of the week and the extra days at the bottom.</p> <p>Learners should label the days in each column e.g. column 1 is Monday, column 2 is Tuesday, column 3 is Wednesday etc. Learners should label with row as week 1, week 2 etc. Learners will also mark each day with the date e.g. 1st, 2nd, 3rd etc. and write the name of the month and the year on top</p> <p>JULY 2020</p> <table border="1"> <thead> <tr> <th></th> <th>Monday</th> <th>Tuesday</th> <th>Wednesday</th> <th>Thursday</th> <th>Friday</th> <th>Saturday</th> <th>Sunday</th> </tr> </thead> <tbody> <tr> <th>Week 1</th> <td></td> <td></td> <td>1st</td> <td>2nd</td> <td>3rd</td> <td>4th</td> <td>5th</td> </tr> <tr> <th>Week 2</th> <td>6th</td> <td>7th</td> <td>8th</td> <td>9th</td> <td>10th</td> <td>11th</td> <td>12th</td> </tr> <tr> <th>Week 3</th> <td>13th</td> <td>14th</td> <td>15th</td> <td>16th</td> <td>17th</td> <td>18th</td> <td>19th</td> </tr> <tr> <th>Week 4</th> <td>20th</td> <td>21st</td> <td>22nd</td> <td>23rd</td> <td>24th</td> <td>25th</td> <td>26th</td> </tr> <tr> <th>Week 5</th> <td>27th</td> <td>28th</td> <td>29th</td> <td>30th</td> <td>31st</td> <td></td> <td></td> </tr> </tbody> </table>		Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Week 1			1 st	2 nd	3 rd	4 th	5 th	Week 2	6 th	7 th	8 th	9 th	10 th	11 th	12 th	Week 3	13 th	14 th	15 th	16 th	17 th	18 th	19 th	Week 4	20 th	21 st	22 nd	23 rd	24 th	25 th	26 th	Week 5	27 th	28 th	29 th	30 th	31 st		
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	15 minutes	<p>Learners can do a few numeracy extension problems:</p> <ul style="list-style-type: none"> - If there are 365 days in a year and every 7th day is a Sunday, how many Sundays are there in a year? 																																																

	<p>15 minutes</p>	<ul style="list-style-type: none"> - If there are 365 days in a year and there are two days every week that start with the letter T (Tuesday and Thursday), how many days are there that start with T in a year? - If there are 31 days in July and there are 7 days in each week, how many weeks are there in July? - If there are 30 days in this November, after accounting for the 4 weeks how many extra days are in November? - If there are exactly 4 weeks in February and each week is 7 days, how many days are in February? - If there are two weekend days in a week, what percentage of the week is a weekend? Can you represent this in fractions and decimals? <p>Learners will now draw and make a weekly calendar for the last week creating a long rectangle and marking 7 boxes one for each of the days. They will label each day as Monday, Tuesday, Wednesday, Thursday, Friday, Saturday and Sunday. They can label the two days of the weekend in a different color</p> <p>Learners will journal what happened in each of the 7 days in each of the column</p> <table border="1" data-bbox="414 886 1042 1201"> <thead> <tr> <th>SUNDAY</th> <th>MONDAY</th> <th>TUESDAY</th> <th>WEDNESDAY</th> <th>THURSDAY</th> <th>FRIDAY</th> <th>SATURDAY</th> </tr> </thead> <tbody> <tr> <td style="height: 100px;"></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Learners will remember important incidents and events from the last quarter and mark these on the monthly calendar e.g. birthdays, date of lockdown for COVID19 etc. Learners will also ask other family members to mark the incidents and events from the last year on the same calendar</p>	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY							
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY										
	<p>20 minutes</p>	<p>Learners will write a short story putting together a few incidents that happened in their life over the last year. Learners will also draw the images of the key incidents and mark these incidents as First, Second, Third and Fourth and numerically represent this as 1st, 2nd, 3rd and 4th. If the incidents cover something that happened in the same day, they will mention what happened in the morning, afternoon, evening and night.</p> <p>Learners should mark the time on each of the images as well, by illustrating a clock with the hands depicting the time e.g. 9:30 am</p>														

		
2	<p>15 minutes</p> <p>30 minutes</p> <p>15 minutes</p>	<p>Learners begin to understand stories and how they relate to time and sequence</p> <p>Learners will ask a family member to narrate a historical story from their country of significance or relevance for example the independence struggle of the country (1947 in India and Pakistan), when women got their voting rights or the migration of their own family. Learners should take notes and hear this story a few times from different people in the family to understand different details or perspectives to the story. If learners have access to any related printed materials they can use the same for reference. Attached are stories as examples in the appendix</p> <p>Learners will retell the story orally in the order of which things happened. Learners will then divide the story into the various events and incidents that happened and draw as well as write about these in the chronology. Learners will make a number-line underneath marking the dates that these events / incidents took place. Using the South African struggle against apartheid as an example:</p> <ul style="list-style-type: none"> - Incident 1: 1948: the Apartheid laws becoming more strict - Incident 2: 1955: Nelson Mandela lead the African National Congress started the Defiance Campaign - Incident 3: 1960 Sharpeville incident when the police opened fire killing 69 innocent protesters - Incident 4: 1962 ANC changed their beliefs for an armed struggle and Mandela travelled abroad to raise money and support - Incident 5... <p>Learners will answer the following questions about the story:</p> <ul style="list-style-type: none"> - Who is the main character of the story? - What happened in the story? - What are the main events that were very important?
3	<p>15 minutes</p>	<p>Learners will begin to understand the concept of cause and effect and identify the main causes and effects of the historical story</p> <p>We need to explain to the learners that the world works on the concept of cause and effect. That is, something happens and because of that, something else happens. For example:</p> <ul style="list-style-type: none"> - My child jumped out from the sofa so I dropped the plate I was holding <p>Cause: My child jumped out from the sofa Effect: I dropped the plate</p> <ul style="list-style-type: none"> - If we keep using single use plastic, all the landfills will become full - I spoke to my mother for a long time therefore I am very happy - I am very sleepy today because I slept very late last night - It was raining today and as a result she got wet when she went out

	<p>20 minutes</p> <p>15 minutes</p>	<p>- The balloon burst because I popped it</p> <p>Learners will identify and organize events into the cause and effect organizing these into two columns from the list above</p> <p>Learners will write their own 3 cause and effect statements using the words because, as a result of, therefore or so to illustrate the relationship between the two events.</p> <p>Learners will now identify the main incidents and events that were the cause and the effects, dividing this into two columns. Learners will now try and understand the multiple forces that influence a decision and the fact that it is unlikely to be a single cause for an effect e.g. local and international pressure (economic and political) on the government resulted in the end of Apartheid. Learners will identify an event and it's multiple causes by forming a chain of causes and results because often the result of one event is the cause of the next e.g.</p> <ul style="list-style-type: none"> - Cause: The brutality of the Sharpeville police violence - Effect / Cause: Resulted in Mandela and ANC changing their perspective on an armed struggle - Effect: Mandela travelled internationally to get support for the armed struggle <p>Learners will think of their own story from the first day what were the causes and effects in that story. What were the multiple causes that resulted in the effects and impact?</p>
<p>4</p>	<p>20 minutes</p> <p>20 minutes</p> <p>20 minutes</p>	<p>Learners will get a chance to re-write the historical story today</p> <p>Learners will first get a chance to write themselves into the story. Imagine he / she was the main character. How would you react and act? What about your main beliefs or experience would influence your actions? For example: As an advisor to Mandela would you advise him to not go abroad to seek for support because you think countries can be self-sufficient?</p> <p>Learners will change one of the main causes and incidents / events or introduce a new cause into the story and think about the impact of that on the entire story and re-write it accordingly.</p> <p>For example if the government had not caught and arrested Mandela, he would have succeeded in developing an armed struggle. Many of the protesters would have been killed and the resistance might have been suppressed.</p> <p>Learners can re-write the end of the story and how do you think this story would continue to play out?</p>

		For example: Mandela died in prison and that squashed the resistance struggle with no leader. The apartheid system continued until there was a new leader who took over and tried a violent resistance
5	20 minutes	Learners will have a chance to write the story in modern times and think of how different it would be and then design a chronologically sequenced puzzle for it
	20 minutes	Imagine the same historical event / incident and story would happen in today's modern time? What would be different? Could you re-write it for our times? For example: Mandela would be able to call or email internationally and not travel there – as a result people might not be as aware of how bad things were in South Africa and there would be less international support.
	20 minutes	Learners will now create a chronologically sequenced puzzle of their historical story. They will use the version of the story that they have re-written with themselves as a character, a future incident and set in modern times
		Learners will paste the illustrations of the 5 - 10 incidents on cardboard pieces and cut them out like puzzle pieces so that the first incident can fit into the second incident and the third and the final. In the absence of cardboard, they can also use paper to make the puzzle
		
	15 minutes	Learners can ask family members to put together their historical story puzzle in the right sequence and retell the story
	10 minutes	Learners can reflect on how historical stories are a function of time, place, people and other causes that result in relevant decisions



Assessment Criteria:	<ul style="list-style-type: none"> - Learners ability to use the correct chronology and sequence when retelling a story - Designing a calendar and telling their own stories - Accurately identifying the cause and effect of incidents in stories - Learners creativity in changing causes, timing and characters to reflect how the story would change - Clarity of illustrations and retelling of stories
Learning outcomes:	<ul style="list-style-type: none"> - Understanding chronology and sequence of stories - Comprehending the concept of cause and effect - Understanding the past, present and future of events and incidents - Retelling stories and incidents orally, in written and drawn formats - Developing an understanding of the processes of change and development-both in terms of time and space, through which human societies have evolved - Realizing that the process of change is continuous and any event or phenomenon or issue cannot be viewed in isolation but in a wider context of time and space
Required previous learning:	None
Inspiration:	None
Additional enrichment activities:	Learners can identify primary and secondary sources. A source is where we get information on the event. If the source directly saw or was involved in the event, it is a primary source. If the source heard or read about the event, it is a secondary source. Learners can write a short account of an event in their life and gather information from primary and secondary sources.
Modifications to simplify the project tasks if need be	<ul style="list-style-type: none"> - Learners can use the story given in the appendix - Learners can limit the project work to that of chronology and calendaring or reporting an incident from their lives

APPENDIX

Historical Story I: Apartheid and Nelson Mandela

This is a story of a system called Apartheid, a strict system of racial classification and segregation that was very unfair to all the non-whites. In 1948, when the Afrikaner-led National won the election they divided the population into four racial groups: white (Afrikaners), black, colored and Indian. All these different groups were forced to live in specific places and were not allowed to marry anyone from another group. Only the white were allowed to vote for the government and had access to the better schools and jobs.

When the government began breaking up inter-racial families and also forcing people to move away from their homes to the areas that they were “allowed” to live – people were very unhappy. In 1955, the main organization protesting against apartheid and the injustice towards the non-white South Africans was the African National Congress (ANC). Nelson Mandela was the main leader of ANC that was promoting a non-violent resistance to apartheid. The ANC organized non-violent direct action including strikes, boycotts etc. as the Defiance Campaign.

In 1960 in Sharpeville, the police opened fire on 7000 peaceful protesters killing 69 of them and began clamping down on all protests. This incident influenced Mandela and the ANC to take up violent means to resist the government and apartheid. In 1962, Mandela travelled across Africa and England to get support for the armed struggle and was arrested when he came back. Mandela was in prison for 27 years and became a symbol for anti-apartheid movement internationally.

Many new organizations and leaders protested to end this apartheid system. In 1986 after a lot of international pressure, the U.S. passed the anti-apartheid act and most of the multinational companies withdrew from South Africa. Mandela was released from prison in 1990, and after a series of negotiations over the next three years apartheid was ended. In 1994, Mandela was appointed as the first black President of South Africa.

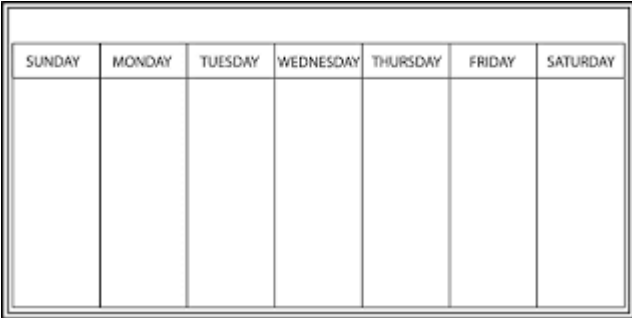


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Ages 11 to 14 (Level 3)

Description:	Learners will begin to explore historical events to understand the concept of timelines, cause and effect and characters. Learners will eventually re-write the end to their own historical incident and depict that that in a sequence as a puzzle
Leading question:	Can you retell history?
Age group:	11 – 14 years
Subjects:	Social Studies (History), Numeracy and Literacy
Total time required:	~5 hours over 5 days
Self-guided / Supervised activity:	Medium
Resources required:	Paper, Pen, Colors, Scissors and Cardboard

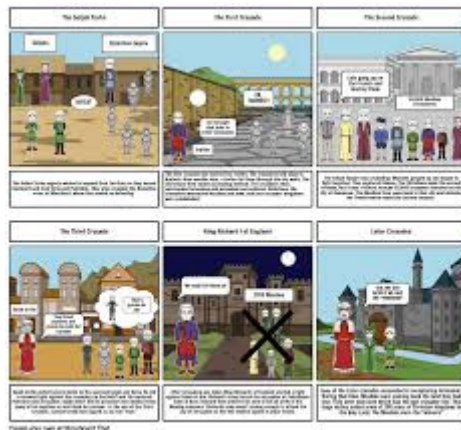
Day	Time	Activity and Description																																																
1	15 minutes	<p>Learners will begin to understand history through stories of people in the past. There are many causes and events that lead to decisions. Learners will understand these stories and events and write their own historical story</p> <p>Learners will create an annual calendar for the last year (e.g. July 2019 – 2020) – drawing out each of the 12 months. The month will either have 28, 30 or 31 days and we need a box for each day of the month. Learners should draw each row as a week with 7 boxes for each day of the week and the extra days at the bottom.</p> <p>Learners should label the days in each column e.g. column 1 is Monday, column 2 is Tuesday, column 3 is Wednesday etc. Learners should label with row as week 1, week 2 etc. Learners will also mark each day with the date e.g. 1st, 2nd, 3rd etc. and write the name of the month and the year on top</p> <p>JULY 2020</p> <table border="1"> <thead> <tr> <th></th> <th>Monday</th> <th>Tuesday</th> <th>Wednesday</th> <th>Thursday</th> <th>Friday</th> <th>Saturday</th> <th>Sunday</th> </tr> </thead> <tbody> <tr> <td>Week 1</td> <td></td> <td></td> <td>1st</td> <td>2nd</td> <td>3rd</td> <td>4th</td> <td>5th</td> </tr> <tr> <td>Week 2</td> <td>6th</td> <td>7th</td> <td>8th</td> <td>9th</td> <td>10th</td> <td>11th</td> <td>12th</td> </tr> <tr> <td>Week 3</td> <td>13th</td> <td>14th</td> <td>15th</td> <td>16th</td> <td>17th</td> <td>18th</td> <td>19th</td> </tr> <tr> <td>Week 4</td> <td>20th</td> <td>21st</td> <td>22nd</td> <td>23rd</td> <td>24th</td> <td>25th</td> <td>26th</td> </tr> <tr> <td>Week 5</td> <td>27th</td> <td>28th</td> <td>29th</td> <td>30th</td> <td>31st</td> <td></td> <td></td> </tr> </tbody> </table>		Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Week 1			1 st	2 nd	3 rd	4 th	5 th	Week 2	6 th	7 th	8 th	9 th	10 th	11 th	12 th	Week 3	13 th	14 th	15 th	16 th	17 th	18 th	19 th	Week 4	20 th	21 st	22 nd	23 rd	24 th	25 th	26 th	Week 5	27 th	28 th	29 th	30 th	31 st		
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	15 minutes	<p>Learners can do a few numeracy extension problems:</p> <ul style="list-style-type: none"> - What are the factors and divisors of the number 365? How many different numbers can you multiply or divide to reach the total number of 365 days? Hint: $73 \times 5 = 365$ or $730 / 2 = 365$ - What three prime numbers can you multiply to reach 365? 																																																

	<p>15 minutes</p>	<ul style="list-style-type: none"> - If you attend 1260 hours of school a year and 7 hours of school in a day, how many weeks and days do you attend school? What percentage of time do you attend school, can you represent this in ratios and decimals too? - Use mental math to calculate the number of days in each of the 4 quarters of the year? - There are 28 days in February. Three quarters of the days are working days, 4 of the days are Sunday and the rest are national holidays. How many national holidays are in the month? If we increase one Sunday – what fraction of days in the month are Sunday now? <p>Learners will now draw and make a weekly calendar creating a long rectangle and marking 7 boxes one for each of the days. They will label each day as Monday, Tuesday, Wednesday, Thursday, Friday, Saturday and Sunday. They can label the two days of the weekend in a different color</p> <p>Learners will journal what happened in each of the 7 days in each of the column</p> 
	<p>20 minutes</p>	<p>Learners will remember important incidents and events from the last year and mark these on the calendar e.g. birthdays, date of lockdown for COVID19 etc. Learners will also ask other family members to mark the incidents and events from the last year on the same calendar</p> <p>Learners will write a short story putting together a few incidents that happened in their life over the last year. Learners will also draw the images of the key incidents and mark these incidents as First, Second, Third and Fourth and numerically represent this as 1st, 2nd, 3rd and 4th. If the incidents cover something that happened in the same day, they will mention what happened in the morning, afternoon, evening and night.</p>
<p>2</p>	<p>15 minutes</p>	<p>Learners begin to understand stories and how they relate to time and sequence</p> <p>Learners will ask a family member to narrate a historical story from their country of significance or relevance for example the independence struggle of the country (1947 in India and Pakistan), when women got their voting rights or the migration of their own family. Learners should try and hear this story a few times from different people in the family to understand different details or perspectives to the story. If</p>

	<p>30 minutes</p> <p>15 minutes</p>	<p>learners have access to any related printed materials they can use the same for reference. Attached are stories as examples in the appendix</p> <p>Learners will retell the story orally in the order of which things happened. Learners will then divide the story into the various events and incidents that happened and draw as well as write about these in the chronology. Learners will make a number-line underneath marking the dates that these events / incidents took place. Using the south African struggle against apartheid as an example:</p> <ul style="list-style-type: none"> - Incident 1: 1948: the Apartheid laws becoming more strict - Incident 2: 1955: Nelson Mandela lead the African National Congress started the Defiance Campaign - Incident 3: 1960 Sharpeville incident when the police opened fire killing 69 innocent protesters - Incident 4: 1962 ANC changed their beliefs for an armed struggle and Mandela travelled abroad to raise money and support - Incident 5... <p>Learners will develop a character sketch for the main character of the story. What do you know about the character and his / her background and thinking that helped him / her think and act the way he / she does?</p> <p>What if you had to describe the same character from the perspective of the antagonist or the opposing force e.g. describe Mandela as if you were a member of the white ruling government – think about losing all the special privileges that you have?</p> <p>How different does the same individual sound?</p>
<p>3</p>	<p>20 minutes</p>	<p>Learners will revise the concept of cause and effect and identify the main causes and effects of the historical story</p> <p>Learners will refresh their understanding of cause and effect e.g. Single use plastic is very low cost and so we use them often and we discard them frequently and all the landfills will become full</p> <p>Cause: Single used plastic is low cost Effect: We use it more</p> <p>Cause 2: Single use plastic has to be discarded more frequently Effect 2: Landfills are becoming full</p> <p>Learners will write their own 3 cause and effect statements using the words because, as a result of, therefore or so to illustrate the relationship between the two events.</p> <p>Learners will now identify the main incidents and events that were the cause and the effects, dividing this into two columns. As an extension, learners can also form a chain of causes and results e.g.</p> <ul style="list-style-type: none"> - Cause: The brutality of the Sharpeville police violence

	20 minutes	<ul style="list-style-type: none"> - Effect / Cause: Resulted in Mandela and ANC changing their perspective on an armed struggle - Effect: Mandela travelled internationally to get support for the armed struggle
	20 minutes	Learners will now try and understand the multiple forces that influence a decision and the fact that it is unlikely to be a single cause for an effect e.g. local and international pressure (economic and political) on the government resulted in the end of Apartheid. Learners will identify an event and its multiple causes
	20 minutes	Learners will think of their own story from the first day what were the causes and effects in that story. What were the multiple causes that resulted in the effects and impact?
4	20 minutes	Learners will get a chance to re-write the historical story today
	20 minutes	Learners will first get a chance to write themselves into the story. Imagine he / she was the advisor to the main character or the main character. How would you react and act? What would you convince the main character to do differently or yourself do differently? What about your main beliefs or experience would influence your actions? For example: As an advisor to Mandela would you advise him to not go abroad to seek for support because you think countries can be self-sufficient?
	20 minutes	Learners will change one of the main causes and incidents / events or introduce a new cause into the story and think about the impact of that on the entire story and re-write it accordingly.
	20 minutes	For example if the government had not caught and arrested Mandela, he would have succeeded in developing an armed struggle. Many of the protesters would have been killed and the resistance might have been suppressed.
	20 minutes	Learners can re-write the end of the story and how do you think this story would continue to play out?
	20 minutes	For example: Mandela died in prison and that squashed the resistance struggle with no leader. The apartheid system continued until there was a new leader who took over and tried a violent resistance
5	20 minutes	Learners will have a chance to write the story in modern times and think of how different it would be and then design a chronologically sequenced puzzle for it
	20 minutes	Imagine the same historical event / incident and story would happen in today's modern time? What would be different? Could you re-write it for our times?
	20 minutes	For example: Mandela would be able to call or email internationally and not travel there – as a result people might not be as aware of how bad things were in Africa and there would be less international support.

20 minutes	Learners will finally re-write the story from the perspective of the antagonist? How would it be different? Learners will think about whether they can call either of these stories a lie? Learners will explore that history is often subjective from the perspective of the writer. History is often written by the ones that “won,” which is why alternative perspectives are important and not taking historical accounts at face value
20 minutes	Learners will create chronologically sequenced puzzle of their historical storyboard. They will use the version of the story that they have re-written with themselves as a character, a future incident and set in modern times Learners will paste the illustrations of the 5 - 10 incidents on cardboard pieces and cut them out like puzzle pieces so that the first incident can fit into the second incident and so on. In the absence of cardboard, they can also use paper to make the puzzle
15 minutes	Learners can ask family members to put together their historical story puzzle in the right sequence and retell the story
10 minutes	Learners can reflect on how historical stories are a function of time, place, people and other causes that result in relevant decisions
Assessment Criteria:	<ul style="list-style-type: none"> - Learners ability to use the correct chronology and sequence when retelling a story - Designing a calendar and telling their own stories - Accurately identifying the cause and effect of incidents in stories - Learners creativity in changing causes, timing and characters to reflect how the story would change - Clarity of illustrations and retelling of stories



Learning outcomes:	<ul style="list-style-type: none"> - Understanding chronology and sequence of stories - Comprehending the concept of cause and effect - Understanding the past, present and future of events and incidents - Retelling stories and incidents orally, in written and drawn formats - Developing an understanding of the processes of change and development-both in terms of time and space, through which human societies have evolved - Realizing that the process of change is continuous and any event or phenomenon or issue cannot be viewed in isolation but in a wider context of time and space
Required previous learning:	None
Inspiration:	None
Additional enrichment activities:	As a historian, learners can create a fictional narrative inspired by an event or incident in their life detailing causes and effects using identified primary and secondary sources
Modifications to simplify the project tasks if need be	<ul style="list-style-type: none"> - Learners can use the story given in the appendix - Learners can focus on designing the calendar, cause and effect, and chronology of a life event

APPENDIX

Historical Story I: Apartheid and Nelson Mandela

This is a story of a system called Apartheid, a strict system of racial classification and segregation that was very unfair to all the non-whites. In 1948, when the Afrikaner-led National won the election they divided the population into four racial groups: white (Afrikaners), black, colored and Indian. All these different groups were forced to live in specific places and were not allowed to marry anyone from another group. Only the white were allowed to vote for the government and had access to the better schools and jobs.

When the government began breaking up inter-racial families and also forcing people to move away from their homes to the areas that they were “allowed” to live – people were very unhappy. In 1955, the main organization protesting against apartheid and the injustice towards the non-white South Africans was the African National Congress (ANC). Nelson Mandela was the main leader of ANC that was promoting a non-violent resistance to apartheid. The ANC organized non-violent direct action including strikes, boycotts etc. as the Defiance Campaign.

In 1960 in Sharpeville, the police opened fire on 7000 peaceful protesters killing 69 of them and began clamping down on all protests. This incident influenced Mandela and the ANC to take up violent means to resist the government and apartheid. In 1962, Mandela travelled across Africa and England to get support for the armed struggle and was arrested when he came back. Mandela was in prison for 27 years and became a symbol for anti-apartheid movement internationally.

Many new organizations and leaders protested to end this apartheid system. In 1986 after a lot of international pressure, the U.S. passed the anti-apartheid act and most of the multinational companies withdrew from South Africa. Mandela was released from prison in 1990, and after a series of negotiations over the next three years apartheid was ended. In 1994, Mandela was appointed as the first black President of South Africa.



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