

RETELLING HISTORY (LEVEL 2)

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| 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 in a sequence as a puzzle |
| Leading Question | Can you retell history? |
| Total Time Required | ~5 hours over 5 days |
| Supplies Required | Paper, Pen, Colours, Scissors and Cardboard |
| Learning Outcomes | <ol style="list-style-type: none"> 1. Understanding chronology and sequence of stories 2. Comprehending the concept of cause and effect 3. Understanding the past, present and future of events and incidents 4. Retelling stories and incidents orally, in written and drawn formats 5. Developing an understanding of the processes of change and development-both in terms of time and space, through which human societies have evolved 6. 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 |
| Previous Learning | None |

DAY 1

Today you will begin to understand that history is what happened with people in the past!

| Suggested Duration | Activity and Description |
|---------------------------|--|
| 20 minutes | <ul style="list-style-type: none"> • Design your own calendar for the last quarter (3 months). The month will either have 28, 30 or 31 days and we need a box for |

each day of the month. Draw each row as a week with 7 boxes for each day of the week and the extra days at the bottom.

- 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. 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 | | |

15 minutes

- Numeracy extension problems:
 - If there are 365 days in a year and every 7th day is a Sunday, how many Sundays are there in a year?
 - 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 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?

15 minutes

- Draw and make a weekly calendar for the last week creating a long rectangle and marking 7 boxes one for each of the days. Label each day as Monday, Tuesday, Wednesday, Thursday, Friday, Saturday and Sunday. Label the two days of the weekend in a different color
- Journal what happened in each of the 7 days in each of the columns.

| SUNDAY | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY |
|--------|--------|---------|-----------|----------|--------|----------|
| | | | | | | |

- 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. Also ask other family members to mark the incidents and events from the last year on the same calendar

20 minutes

- Write a short story putting together a few incidents that happened in their life over the last year. 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.
- Mark the time on each of the images as well, by illustrating a clock with the hands depicting the time, e.g. 9:30am.



DAY 2

Today you will begin to understand stories and how they relate to time and sequence.

Suggested Duration

Activity and Description

15 minutes

- 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. 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 you have

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| | access to any related printed materials you can use the same for reference. Attached are stories as examples in the appendix |
| 30 minutes | <ul style="list-style-type: none"> ● Retell the story orally in the order of which things happened. Then, divide the story into the various events and incidents that happened and draw as well as write about these in the chronology. Make a number-line underneath marking the dates that these events / incidents took place. Using the South African struggle against apartheid as an example: <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... |
| 15 minutes | <ul style="list-style-type: none"> ● Answer the following questions about the story: <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 important? |

DAY 3

Today you will begin to understand the concept of cause and effect and identify the main causes and effects of the historical story.

| Suggested Duration | Activity and Description |
|---------------------------|---|
| 15 minutes | <ul style="list-style-type: none"> ● The world works on the concept of cause and effect. That is, something happens and because of that, something else happens. For example: <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</p> <p>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 - The balloon burst because I popped it |

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| | <ul style="list-style-type: none"> Identify and organize events into the cause and effect organizing these into two columns from the list above. Write your 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. |
| 20 minutes | <ul style="list-style-type: none"> Identify the main incidents and events that were the cause and the effects, dividing this into two columns. 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. Identify an event and its 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. <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 |
| 15 minutes | <ul style="list-style-type: none"> Think of their own story from the first day about what were the causes and effects in that story. What were the multiple causes that resulted in the effects and impact? |

DAY 4

Today you will get a chance to re-write the historical story today.

| Suggested Duration | Activity and Description |
|---------------------------|--|
| 20 minutes | <ul style="list-style-type: none"> First, you will get a chance to write yourself into the story. Imagine you are 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 support because you think countries can be self-sufficient? |

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| 20 minutes | <ul style="list-style-type: none"> ● 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. ● 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 | <ul style="list-style-type: none"> ● Rewrite the end of the story, and how do you think this story would continue to play out? ● 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 |

DAY 5

Today you 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.

| Suggested Duration | Activity and Description |
|---------------------------|---|
| 20 minutes | <ul style="list-style-type: none"> ● 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 | <ul style="list-style-type: none"> ● Now, create a chronologically sequenced puzzle of your historical story. Use the version of the story that you have re-written with yourself as a character, a future incident and set in modern times. ● Paste the illustration 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, you can also use paper to make the puzzle |
| 15 minutes | <ul style="list-style-type: none"> ● Ask family members to put together your historical story puzzle in the right sequence and retell the story. |
| 10 minutes | <ul style="list-style-type: none"> ● Reflect on how historical stories are a function of time, place, people and other causes that result in relevant decisions. |

ASSESSMENT CRITERIA

- 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

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 FOR SIMPLIFICATION

- 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

