

RETELLING HISTORY (LEVEL 1)

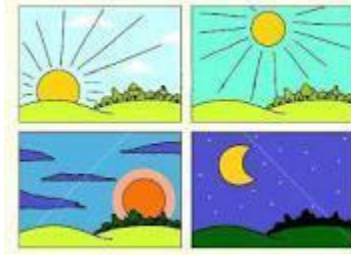
Description	Learners will begin to explore events in a timeline getting a deeper understanding of the calendar, time, cause and effect, tenses and sequencing. Learners will eventually write their own historical incident and depict that in a sequence as a puzzle
Leading Question	Can you retell history?
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. Designing a timeline
Previous Learning	None

DAY 1

Today you will begin to understand that history is what we tell about what happened to people at some time in the past and that events in history are related!

Suggested Duration	Activity and Description
20 minutes	<ul style="list-style-type: none"> • Design your own calendar for a day, week or month depending on your age and ability • For younger learners, you 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. In the morning, you can draw with bright colors, draw the sun,

birds, animals, people eating breakfast and bathing etc.



- 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.
- 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

- 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 colour

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

20 minutes

- Draw the monthly calendar. The month will either have 30 or 31 days and we need a box for each of these. 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. Label the rows as week 1, week 2 etc. 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		

15 minutes

● **Numeracy Extension:**

- Can you find 5 ways to add up to 30 with 5 different numbers? E.g. 15 + 15 = 30 or 10 + 5 + 15 = 30 etc. (You can use their monthly calendars for support)
- 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 is the total number of days from September to the end of 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)

Reflection Activity:

- What did you learn today?
- What did you learn about time today?

DAY 2

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

Suggested Duration

Activity and Description

20 minutes

- Populate their calendar with incidents from their own life e.g. marking birthdays, important occasions, etc. For example, the first day of school, or fun incidents e.g. met a friend. Older Learners: You can also write each of these incidents with some detail on the weekly calendar and younger learners can illustrate and label these on the monthly calendar.

10 minutes

- Listen to or read your 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 is an example of a story in the appendix)

10 minutes	<ul style="list-style-type: none"> Retell the story. Learners will divide their story into 3 episodes and use the words: i) Firstly this happens, ii) Secondly this happens and iii) Finally this happens - to describe the story
30 minutes	<ul style="list-style-type: none"> 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 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.

DAY 3

Today you 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.

Suggested Duration	Activity and Description
20 minutes	<ul style="list-style-type: none"> The world works on the concept of cause and effect. A cause is something that produces an event or condition; an effect is what results from an event or condition. For example: <p>“My child jumped out from the sofa, so I dropped the plate I was holding”</p> <p>Cause: My child jumped out from the sofa Effect: I dropped the plate</p> <p>“Mary forgot to water her plants, so they all died”</p> <p>Cause: Forgot to water the plants Effect: The plants all died</p> <p>Once you understand cause and effect, they can identify relationships between events and characters.</p>
15 minutes	<p>Identify and organize the following events into the cause and effect. Older learners can write these in two columns and younger learners can illustrate the incidents in the two columns:</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 - 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

Write your own 3 cause and effect statements using words like “because,” “as a result of,” “therefore,” “consequently,” “for this reason,” or “so” to illustrate the relationship between the two events. Younger learners can illustrate the cause and the effect.

15 minutes

Retell or tell their chosen story exploring what happened, the cause and effect, the sequence and correct tenses. Imagine your own future incident for your story.

- When speaking about something that has happened, use past tense verbs e.g. played, sang, wrote, swam, cooked, etc.
- When speaking about the present, use present tense e.g. reading, writing, working, dancing, etc.
- When speaking about the future, use the words *will play, will shop, will dance*, etc.

10 minutes

- Ask your family member to narrate a historical story of significance to you e.g. the independence struggle of the country, founding father, how the country sent a rocket to space, a time of floods, etc. ask multiple different members of the family to retell the same story to get different details, opinions and perspectives.

DAY 4

Today you will design a number-line to begin to understand sequencing and chronology.

Suggested Duration

Activity and Description

15 minutes

- 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

- 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 2 and so on.
- 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.

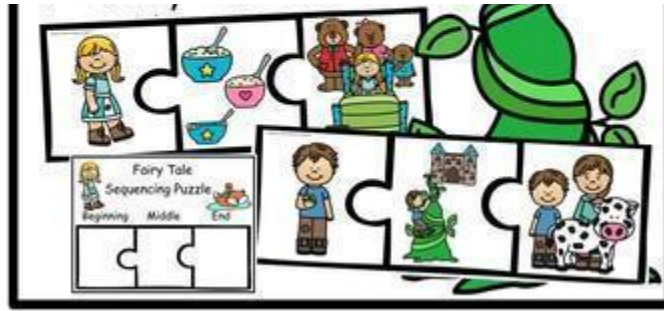
15 minutes	<ul style="list-style-type: none"> Now illustrate the historical story that was shared with you the previous day into different incidents identifying what came first, second, third and last. Identify the cause for and effect of specific incidents e.g. there was a lot of rain and therefore our house flooded etc.
15 minutes	<ul style="list-style-type: none"> Now arrange this story and these incidents on the number-line as a sequence.
10 minutes	<ul style="list-style-type: none"> Numeracy extension: do some simple word problems of addition and subtraction on the number-line, by jumping back and forward. Also write the word problems in a numerical representation e.g. $9-5 = 4$. <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?

DAY 5

Today you will have a chance to write the future of your story and make a chronologically sequenced puzzle out of it.

Suggested Duration	Activity and Description
15 minutes	<ul style="list-style-type: none"> Write or illustrate the next incident in the historical story that includes them in future sense e.g. for a historical story of Niel Armstrong going to the moon on Apollo 11, 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
20 minutes	<ul style="list-style-type: none"> 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 final. In the absence of cardboard, they can also use paper to make the puzzle.





15 minutes

- Ask family members to put together your historical story puzzle in the right sequence with the appropriate verb tenses.

Reflection:

Reflect on your project experience by answering the questions below:

- What I enjoyed: (what you liked most about the project)
- What I found difficult: (what part of the project you found hard to do)
- What really worked: (what part of the project you thought work well)
- What I learned: (what important things about history you learned from the project)

Next time: (what you would do differently next time)

ASSESSMENT CRITERIA

- 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

ADDITIONAL ENRICHMENT ACTIVITIES

- Learners can understand longer historical stories with more than 3 – 4 incidents

MODIFICATIONS FOR SIMPLIFICATION

- Learners can chose a story from their own life instead of a historical incident

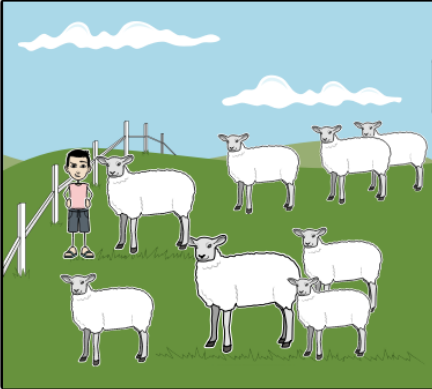

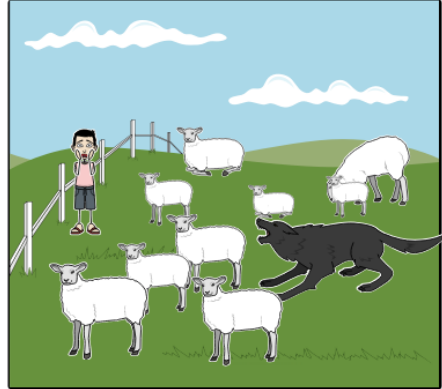
APPENDIX

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.

first	middle	end
		
<p>there was once a boy who lived in the village up in the mountains and he had a job to take care of the sheep and if a wolf came he would have to yell for help.</p>	<p>one day the boy was bored so he played a trick on the villagers so he yelled wolf! wolf! and the villagers came running and when they got there he laughed he did it again so the same thing happend</p>	<p>but one day a wolf really did come so he cried for help but no one came so the boy lost all of he's sheep and the villagers herd what had happend and told the boy that it was he's fault for lying all the time.</p>