Windows On Uganda
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Purpose:
This unit allows students to construct a time-line of their daily events. Students will have the opportunity to reflect on their daily lives and explore how their daily lives compare and contrast to the daily lives of Ugandan children.

Illinois State Goals:
State Goals 1-5
State Goals 14-17

Reading Comprehension Skills Emphasized:
- Identify facts about a situation—stated literally
- Infer relationships—based on an interpretation of the text
- Summarize information
- Analyze themes and issues
- Compare and contrast representations of issues and themes

Materials Needed:
Markers
Crayons
Large flip-chart paper
Standard Paper
Visuals

Day One Materials-Large flip-chart paper, Markers
20 min
In groups of three to four have students make a timeline of their daily schedule during a school week. Explain to the students that you want them to outline what they do from the time they wake-up to the time they got to bed. Ask students to put only the common events that they all do on their timeline.

Example:
7:00 a.m.   Wake-up
7:30 a.m.   Bath and then eat breakfast
8:00 a.m.   Leave for school
9:00-3:00 p.m.   In school learning

20 min
After students have completed their charts have each group share their charts and point out common themes.

Day Two Materials-Visual No. One (timeline of a child from Uganda)
Share with students the daily timeline of a child from Uganda. Have student point-out the similarities and the differences.
Post Uganda timeline with other timelines in the classroom.

**Day Three**  
**Materials**-Crayons, Visual No. Two  
**40 min**  
Give each student a copy of the visual. Discuss with the children what the visual depicts. Ask the children to write a sentence, which describes the visual and then, ask them to draw or create a picture, which shows how they do the same activity in their life.

**Days Four Through Six**  
**Materials** Crayons, Visuals 3-6  
**Each day is 40 min**

Repeat the process as described in day three using one visual per day.

**Day seven**  
**Materials**-Timelines, visuals, and student created visuals  
**40 min**

Have the students construct a book using the visuals and the pictures they have created. Have the students put their materials in sequential order by each days work.

**Have the students include the following in their book:**  
Title page  
Table of contents  
One page description of what their book is about  
One page which is a description of how they can use their time during the day differently.

**Examples of visual layout in book:**

<table>
<thead>
<tr>
<th>Page one</th>
<th>Page two Opposite of page one</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uganda Visual</td>
<td>Student created visual</td>
</tr>
</tbody>
</table>
INDEX OF VISUALS

1. Uganda Timeline
2. Children Working in Garden
3. Children cooking
4. Children Washing Clothes
5. Children Going to School
6. Child Studying
Daily Timeline of an Ugandan Child

6:00 a.m.          Wake-up
6:30              Work in Garden
7:00              Eat Breakfast
7:30              Go to School
8:00-4:30        Learning in School
5:00 p.m.         Return Home
6:00              Wash Clothes/Play
7:30              Make Dinner
9:00              Study
10:30 p.m.        Go to Bed