

The copyright of this thesis vests in the author. No quotation from it or information derived from it is to be published without full acknowledgement of the source. The thesis is to be used for private study or non-commercial research purposes only.

Published by the University of Cape Town (UCT) in terms of the non-exclusive license granted to UCT by the author.

5

**Archaeology education in South Africa: developing curriculum
programmes in three Cape Town schools.**

By

Emma Georgina Sealy

SLYEMM001

**A minor dissertation submitted in partial fulfilment of the requirements for the
award of the degree of Master of Philosophy in African Studies**

**Centre for African Studies
Faculty of the Humanities
University of Cape Town
2002**

**This work has not been previously submitted in whole, or in part, for the award of
any degree. It is my own work. Each significant contribution to, and quotation in,
this dissertation from the work, or works of other people has been attributed, and has
been cited and referenced.**

Signature

Signed by candidate
signature removed

Date

06/09/2002

Abstract

The history of educational archaeology in South Africa and the intersection of the discipline and the South African school curriculum informed the choice of the research question for this project. This question is “What happens when an archaeologist develops educational programmes and curriculum materials for schools in order that the teachers’ and learners have access to the archaeological knowledge and archaeological research skills?”

The following assumptions were made at the beginning of the project and it was investigated whether they were valid or not, during the research process:

1. That the curriculum materials produced for an archaeological education programme should be able to be used by teachers without the intervention of an archaeologist.
2. That the teachers could be relied on to develop assessment exercises, which would satisfactorily test whether the learners had achieved the outcomes of the particular programme.
3. That the teachers would be willing to participate as critical partners throughout the research process by providing evaluations of the educational material and the particular programme in general.

Three Cape Town schools were selected to participate in the project, which follows an action research paradigm, with each programme at each school being one action research cycle. Reflections on each programme informed the decisions made in the following one.

Educational materials were developed for each school, with the assistance of educational editors and trialed in schools with assistance of teachers. Attention was paid to lesson structure, the pitching of questions and the sources of information used. The materials and the three programmes in general were evaluated with the use of questionnaires, which comprised open-ended and direct questions, formal interviews with teachers, which were recorded and transcribed, observation of classes and detailed note taking.

The knowledge and skills learners developed as a result of their participation in the programmes was assessed in a variety of ways. Personal Meaning Maps (PMMs) were used by the researcher at Schools B and C in order to develop an understanding of the breadth of the learners' knowledge and opinions on the subjects of slavery and history. The teachers designed assessment exercises in the form of creative writing essays, a comprehension test and an assessment essay.

It was found that the teachers at the three schools needed guidance in order to use the curriculum materials in their classrooms for the main aim of this research project to be achieved. The teachers understood the archaeological knowledge but not the archaeological research methods that were used to produce it, because of this it was also found that the teachers could not be relied on to produce satisfactory methods of assessment. In the process of undertaking research in the three schools in question, the teachers were willing to participate as critical partners if they felt that they were well informed enough about the discipline of archaeology.

Contents

Abstract	ii
Acknowledgements	vii
Chapter 1: Introduction	1
Chapter 2: An overview of educational archaeology and the intersection of the discipline and the school curriculum, in South Africa.....	3
Educational archaeology in South Africa.....	3
Archaeology and the changing South African school curriculum	8
Chapter 3: Methodology.....	13
Action Research	13
Figure 1: Action Research Cycle adapted from McNiff (1988:44).....	15
Questionnaires	18
Interviews	19
Observation	21
Methods used to assess learners' knowledge and skills.....	22
Figure 2: Personal Meaning Map adapted from Falk, Moussouri and Coulson (1998:120).....	23
Figure 3: Personal Meaning Map used at Schools B and C.....	26
Methods of assessment developed by the teachers at School C.....	27
Chapter 4: The production and evaluation of educational material	29
School A	29
School B	33
School C	35
Chapter 5: The assessment of learners' knowledge and skills.....	40
School A	40
School B	41
Table 2.1 Personal Meaning Maps: Phrases and keywords used by the learners at School B to express their knowledge on the subject of slavery	43
Table 2.2 Personal Meaning Maps: Phrases and keywords used by the learners at School B to express their opinions of the subject of slavery.....	45
School C	47

Table 3.1 Personal Meaning Maps: Phrases and keywords used by the learners at School C to express their knowledge of the subject of history before and after the programme	50
Table 3.2 Personal Meaning Maps: Phrases and keywords used by the learners at School C to express their opinions on the subject of history	54
Chapter 6: Factors that influence the management of archaeology education programmes in general and the development of curriculum materials specifically.....	61
The development of curriculum materials	61
Assessment of the learners knowledge and skills	65
Teachers as critical partners in the research process.....	67
What happens when an archaeologist develops programmes and curriculum materials for schools in order to improve the teachers' and learners' access to archaeological knowledge and research skills?.....	68
Conclusion.....	71
References:	73
Appendix A: School A	78
Curriculum Material: Worksheets One to Six.....	79
The history of School A	89
School A: Teacher Evaluation Form	94
School A: Learner Evaluation Form	95
Appendix B: School B.....	96
Curriculum Material: Lessons One to Four.....	97
Personal Meaning Map.....	132
Table 1.1 Personal Meaning Maps: Phrases and keywords used by the learners at School B to express their knowledge of the subject of history.	133
Table 1.2 Personal Meaning Maps: Phrases and keywords used by the learners at School B to express their opinions of the subject of history	134
Table 2.1 Personal Meaning Maps: Phrases and keywords used by the learners at School B to express their knowledge on the subject of slavery	135
Table 2.2 Personal Meaning Maps: Phrases and keywords used by the learners at School B to express their opinions on the subject of slavery	137
Appendix C: School C.....	138
Curriculum Material: Investigating Vergelegen	139
Personal Meaning Map.....	180

Table 3.1 Personal Meaning Maps: Phrases and keywords used by the learners at School C to express their knowledge of the subject of history before and after the programme.	181
Table 3.2 Personal Meaning Maps: Phrases and keywords used by the learners at School C to express their opinions on the subject of history.	187
Comprehension Test.....	190
Data gathered from the assessments of the programme written by the learners at School C	192
Reflections on the Vergelegen material by Teacher 1 at School C.....	209
Checklist, provided by Teacher 1 for her learners, on how to examine sources.....	211

University of Cape Town

Acknowledgements

The research for this dissertation was made possible through a very generous bursary from the National Research Foundation, which was given to me by Prof. Martin Hall, a person who has been my employer and supervisor. I admire him and dedicate this thesis to him, and I am especially grateful for all the support and encouragement he has given me since 1997.

Special thanks go to my primary supervisor Prof. Rob Sieborger for all his help, encouragement and advice, and his encouraging of me to think for myself!

So many people have assisted and encouraged me in various ways over the last 2 ½ years that I have decided to list them in alphabetical order. I apologise in advance if I have omitted anyone. Pia Bombardella, Steve Brouwer, Susan Buss, the staff of the Centre for African Studies, the staff of the Centre for Higher Education Development, the members, teachers and learners of the Clanwilliam Living Landscape Project, Fiona Clayton, Brenda Cooper, Glenda Cox, Jocelyn Creed, Jaco Engelbrecht, Mandy Esterhuysen, Andre Goodrich, Zoë Henderson, David Horwitz, Jane Klose, Maria Loopuyt, Rhoda Louw, Ferozah Jacobs, Irene Mafune, Antonia Malan, Aron Mazel, the staff of the Multimedia Education Group, Belinda Muti, Sven Ouzman, John Parkington, Tanya Peckmann, Virginia Sanders, Jutta Schoof, Judy Sealy, Linda Sealy, Sarah Sealy, Sheehan Sealy, Nick Shepherd, Andy Smith, Jeannette Smith, Stacey Stent, the teachers and learners from Schools A, B and C, Sarah Walmsley, Lita Webley, the staff of the Western Cape Schools' Network, David Worth.

Chapter 1: Introduction

“I thoroughly enjoyed the practical lesson. Looking through the artefacts made it feel like you were a real archaeologist. I found it a bit frustrating at first, when I didn’t know what the different objects were. But after a while I relaxed, and it was great fun thinking about what the artefacts were once used for. You could really let your imagination run wild” – Sarah, Grade 10, School C.

A review of educational archaeology programmes nationally and internationally prior to this research project revealed a plethora of articles on fascinating ways that archaeological research has been shared with a variety of people. The National Museum of Bloemfontein (undated) has produced pamphlets on subjects such as “The Stone Age”, “Farmers of the Iron Age” and “San Hunter-gatherers”. The Archaeology Resource Development Project (ARDP) at the University of the Witwatersrand, which specialises in educational archaeology, has a web site on which can be found information about past and current projects such as Krugersdorp Anglo-Boer War Black Concentration Camp and Sterkfontein Caves (ARDP 2001). Internationally, articles have been published on the subject of teaching school children about archaeology through the use of excavation and lessons (Carroll 1987, Danes 1981, Sentelle 1986, Shade 1990). There are also articles such as those written by Kwas (2001, 2002), which give brief pointers regarding font styles, lesson format and the use of archaeological terminology.

There has also been a sustained initiative by the Department of Archaeology at the University of Cape Town to introduce archaeology to school teachers and learners since the late 1980s. Typical of these initiatives has been the work done by Rushdi Nackerdien (1994) and Nick Shepherd (1998). The programmes of these two archaeologists involved introducing learners and their teachers to archaeological knowledge of the past through practical lessons, site visits, excavations and the production of educational material. In their reflections on their experiences they mention encountering problems relating to the integration of archaeological knowledge into the school curriculum, teacher access to archaeological knowledge, the development of reciprocal relationships with the teachers and learners with whom they worked.

An examination of these pamphlets, articles, web sites, and dissertations reveals that they are extremely useful when ideas, for the planning of programmes, are needed. However few of the authors critically engage with issues relating to how they evaluated their projects and assessed the learning of the children who participated. Their reflections are often limited to comments such as, “The value of the opportunity for students to experience a dig, work with a professional archaeologists, and apply new skills for the benefit of the community cannot be over-emphasised” (Danes 1981: 41).

Using this problem as a point of departure the following question has been proposed. What happens when an archaeologist develops programmes and curriculum materials for schools in order to improve the teachers’ and learners’ access to archaeological knowledge and research skills? Three schools, one primary and two high schools, in Cape Town were selected to participate in a research project, between December 1999 and February 2001, which is the focus of this dissertation. They have been called Schools A, B and C because some of the participants requested that they remain anonymous. The research process has been structured within an action research paradigm, in which the planning, subsequent action and reflection of each programme case study informed the following one with every programme being regarded as one cycle of action research.

The following assumptions were made at the start of the project:

1. That the curriculum materials produced for an archaeological education programme should be able to be used by teachers without the intervention of an archaeologist.
2. That the teachers could be relied on to develop assessment exercises, which would satisfactorily test whether the learners had achieved the outcomes of the particular programme.
3. That the teachers would be willing to participate as critical partners throughout the research process by providing evaluations of the educational material and the particular programme in general.

The following dissertation contains an overview of the status of educational archaeology and the relationship between archaeology and the school curriculum, in South Africa; and the factors influencing the development of curriculum materials and the assessment of the learners’ knowledge and skills. Suggestions are made for the future management of archaeology education programmes.

Chapter 2: An overview of educational archaeology and the intersection of the discipline and the school curriculum, in South Africa.

This chapter has two foci: the first is the issues that South African archaeologists have raised as a result of undertaking educational programmes. The second is the intersection of archaeology and the school curriculum in South Africa from the apartheid past to the present.

Educational archaeology in South Africa

Archaeologists are accountable to the public and are obliged to share the results of their research with all South Africans, according to the Human Sciences Research Council (HSRC) (Mazel 1991: 59-60). The archaeologists whose opinions Nackerdien (1994) solicited through the use of a questionnaire handed out at a meeting of the Southern African Association of Archaeologists questioned this notion of accountability. They felt that members of the public would interfere and dictate where, when and how they could undertake research. Nackerdien (1994: 1-3) writes that these archaeologists assumed that it was possible for their research to be scientifically objective, neutral and above scrutiny and as a result they did not need to be accountable to anyone.

Mazel (1991: 59-60) says that archaeologists are partially to blame for the lack of enthusiasm for the preservation and conservation of our heritage because they don't all make sharing their research an important part of their work. An American archaeologist, McManamon (1998) is of a similar opinion, and goes further to suggest that even if archaeologists do not carry out public education programmes, they should at least make the efforts to "develop a general interest video or deliver a series of public talks" (McManamon 1998: 3). Ritchie (1990: 31-36) draws a distinction between these once-off presentations, which she calls the popularising of knowledge in response to a need, and the education programmes in which archaeologists and members of the public participate in a democratic manner. The latter programmes are a means to the development of a People's Archaeology. Nackerdien (1994) and Shepherd (1998) both discuss the concept of a

People's Archaeology, which developed as a result of the South African political situation in the 1980s when a unification of "the people" was necessary to bring about change in the country. However, Shepherd (1998: 267-269) writes that there is a problem with the concepts of "the people" or "the public", because this assumes the existence of a homogeneous united group of people. There is also the assumption that all archaeologists are united in the representation of the past.

Smardz (1997) like Shepherd (1998) discusses the problem of assuming that there is such a homogenous group of people called "the public", with reference to her experiences at the Archaeological Resource Centre in Toronto, Canada. She writes that archaeologists rather need to sell their knowledge, and the concept that heritage preservation is important, to a range of people from a variety of rural and urban areas, cultural backgrounds, economic groups, and ages. They also need to realise that the nature of educational work does not provide space for the meticulous methods of research that they prefer, as these methods are not exciting and stimulating for people. At the same time they need to educate people that the aim of archaeology is not only to dig, and become treasure hunters, but also to examine how multiple interpretations of the past can exist and be created through "delving into the unknown" (Smardz 1997: 103).

Shepherd founded the Archaeology Workshop (AW) at the University of Cape Town in 1990. "The project focussed on school-children; particularly those from historically and educationally disadvantaged backgrounds" (Shepherd 1998: 237). It was established in order to attempt to provide knowledge for school children that was not available to them through the apartheid education system. The schools aspect of the AW focused on taking school children to archaeological sites, such as Peers Cave and Smitswinkel Baai Cave, around the Cape peninsula. The reason for undertaking these excursions was because it was not possible to easily integrate archaeology into the school curriculum. Shepherd (1998) argued that through their participation in practical exercises involving artefacts learners were introduced to how their cultural heritage has changed through time.

Nackerdien (1994) organised two archaeological education programmes. The first involved students from Khanya College and the second learners from Wesley Primary School; both institutions were based in Cape Town. The aim of the first programme was that it was supposed, "to serve as an alternative to the oral history project that the students

were required to do” (Nackerdien 1994: 85). An excavation was undertaken in the grounds of Welgelegen, the Public Relations building of the University of Cape Town. Reflecting on the programme Nackerdien (1994) writes that in some ways it was unsuccessful because he underestimated the amount of work required to teach students archaeological methods, conduct an excavation, process artefacts and encourage a critical discussion on the part of the students about the entire process. He also had to challenge the learners’ preconception that white people, who produced knowledge that supported the apartheid ideology, controlled archaeology. Such a perception of the discipline negatively influenced their enthusiasm for participating in the programme.

Nackerdien’s (1994) reflections on his first programme informed his aims for and organisation of the following one at Wesley Primary School. It was shorter in duration, and he made sure that he had few aims that he thought were easy to attain. He wanted to emphasise that “archaeology was not ‘foreign’ to history and people’s daily experiences, ... that archaeology can make a valuable contribution to our understanding of the past and the present, ... [and] that archaeology was not only about excavating” (Nackerdien 1994: 106). He organised the workshops to fit in with the school curriculum and used the research material that he gained from the programme to produce an educational resource called “Faizal’s Journey”. Nackerdien (1994) demonstrated three things: firstly that it is important to learn from one’s prior experiences when planning and running education programmes, and secondly, that communication with teachers and learners is important. Thirdly, input from all participants is important for the success of programmes.

As a result of his educational work Nackerdien (1994) concluded that in archaeological programmes the non-archaeologists are dependent on the archaeologist for knowledge. That could easily lead to the development of unequal power relationships. As a result, “the archaeologist is, and remains therefore, the expert conveying knowledge, and not the facilitator of knowledge” (Nackerdien 1994: 8). He wrote that a way to overcome uneven power relations was to pay attention to how the archaeological knowledge was presented. Smardz (1997: 102) and Mazel (1991: 59-60) note that part of conducting educational archaeology is learning how to communicate. Archaeologists need to know the market for their knowledge, and how to transfer their archaeological knowledge into plain English. Both however recognise that not all archaeologists like talking to the public or are good at

doing so. One archaeologist who has translated his knowledge for the public is Sven Ouzman.

Ouzman (1997) has written a series of articles on rock art sites called “Public Rock Art Sites of Southern Africa”, which has published them in the popular magazine *Culna*. One of the articles covers the rock art site of Tandjesberg, which is located in the eastern Free State, South Africa. This rock shelter was excavated by archaeologists from the University of the Witwatersrand. Signboards and walkways were erected afterwards so that visitors could walk around the site and look at the art without being able to damage it or the deposit on the floor of the cave. The value of this site to Ouzman is in the fact that “this small site held an extra-ordinary, even sacred, significance for the San communities of the eastern Free State who made regular pilgrimages to this remarkable site. Today we can make similar pilgrimages to our public rock art sites in an attempt to understand the thoughts and beliefs of our country’s first people” (Ouzman 1997: 34). It is important to attempt to understand these thoughts and beliefs because this can begin to counteract two negative representations of South Africa’s Khoisan people. The first representation is one of “ignoble savages incapable of producing any worthwhile product” and the second is one of people in harmony with nature producing art that only expresses their relationship with nature rather than any social / cultural activity (Ouzman 2001: 6).

The Clanwilliam Living Landscape Project (CLLP) was established in 2000 in order to share the archaeological knowledge generated as a result of research undertaken by the University of Cape Town’s Archaeology Department in the surrounding area with the residents of the town. The archaeologists running the CLLP have used this knowledge as content for lessons, which children from the town are taught. They write “our goal is to return these archives both literally and metaphorically by transferring custodianship, by sharing the understandings and by jointly using the resources to encourage a sense of community involvement in landscape management” (Parkington et al 2002: 1). One may conclude that the CLLP’s organisers aim to encourage the divided residents of the town of Clanwilliam to work together to assume custodianship of the town’s cultural heritage.

The CLLP is an educational programme in which archaeologists have to face two challenges. The first is the potential development of unequal power relations, similar to those discussed by Nackerdien (1994), with residents of the town. The second is the

presentation of an archaeological past to residents of Clanwilliam who are divided by race. Clanwilliam is situated approximately 270km north-west of Cape Town and it has separate living areas, churches, graveyards and schools for the black, white and coloured residents. Those residents who therefore define themselves according to their race would have potentially conflicting interpretations of the history of the town in particular and South Africa in general. At present only the children from the former "coloured" school Clanwilliam Sekonder are involved. This is not because of preference on the part of the organisers but because of the possibility of racial tension developing if children from all the schools participated in the same lessons (Louw 2001 pers. comm.).

Stone (1997: 23-26) suggests that it not sufficient for archaeologists to tell people that it is important to preserve their cultural heritage but to explain why it is to their benefit that they do so. They need to explain that the destruction of heritage sites and the theft of artefacts lead to a lack of information that could be interpreted to generate knowledge about the past. Heath (1997) writes that Crow Canyon Archaeological Center near Cortez, Colorado in the United States of America has been particularly successful because it has contributed to the development of the local economy. Visitors to the centre, who range from pre-primary children to adults, all participate in high quality archaeological research, which has led to the production of PhD and Masters dissertations on the part of the students that participate in the organisation of projects at the Center. Participants therefore develop a sense that their work is of value and contributes to a greater understanding of the past. According to an article written by the Southern African Association of Archaeologists (1996: 5) on archaeological topics recommended for inclusion in the school curriculum, "pupils ... [can become] aware [through exposure to archaeology] of the many threats to [their] environment and of how they can help to protect and care for it. Pupils who are taught under guidance about physical sources of evidence for the past will understand the human past more easily and with greater enjoyment".

Archaeology can therefore serve as an effective way of introducing learners to the idea that there is no single true representation of the past but that there are representations of greater and lesser validity that are constructed through reference to multiple sources of information – material, oral and written. Teaching learners about archaeological methodology can introduce them to a variety of skills such as critical thinking, problem solving skills and interpersonal skills through group work. Discussion and debate about

the nature of the evidence being examined is encouraged and the existence of partial evidence encourages learners to use their imagination and propose possible scenarios in the solution of a problem. As a result, through asking questions about artefacts and the different sources of information available, children learn to ask appropriate questions in order to solve problems. (Alston 1995, Esterhuysen 2000, Mazel and Mtshali 1994, Smith and Holden 1994, Smith and Thackeray 1990, Stone 1992)

In the past South African archaeologists questioned the way that knowledge, archaeological and historical, was filtered by the policy of Christian National Education (CNE) of the apartheid government. The following section outlines the conflicts between the ideology of apartheid and archaeological discourses about the past. It also discusses how archaeology has been incorporated into the present school curriculum.

Archaeology and the changing South African school curriculum

The curriculum discourse of the apartheid government was “Christian Nationalist”. It regarded Afrikaners as a chosen people, similar to the Israelites of the Old Testament. As a civilised people it was their duty to Christianise all South Africans, and to save black¹ South Africans through their trusteeship over them. South Africans according to Christian Nationalism were divided into nations, each with their own differences; this reinforced the racial segregation in the country. Not only were people represented as being physically different but also intellectually and culturally. These principles influenced the education system in that there were separate education systems for black, white, “coloured” and Indian children. All children however were taught largely the same history syllabus (Lewin 2001: 7-9).

Most history textbooks contained a skewed representation of the past that supported Christian Nationalism. Topics such as evolution were excluded because they challenged the creationist understanding of the world (Esterhuysen and Smith 1998: 135). Black people were represented as immigrants who had arrived in the country at the same time as

¹ The terms black, white and “coloured” are used in a non-derogatory manner in this dissertation and in the absence of other appropriate terminology. It is recognised that these terms have apartheid origins, particularly the term “coloured”, and that many people classified by the South African government under one of these categories may not choose to define themselves in this manner.

colonists (Mazel and Stewart 1987: 166-167). “Black societies were [presented as] backward and unchanging until Whites brought civilization” (Smith and Thackeray 1990: 3). The competition for land and the displacement of intellectually and culturally inferior people, as the government described them, was then justified (Gawe and Meli 1990). Khoisan² people and black farmers who were only mentioned in school textbooks when conflict was discussed, were an addendum to colonial history, and were represented as the aggressors. There was very little mention of the large-scale genocide of them by colonists (Mazel and Stewart 1987). The apartheid government thus exerted power over black people in that they were not given the chance to speak for themselves and their histories were not included in representations of South Africa’s history.

Archaeological research, which contradicted this history, was not included in school textbooks, which were produced primarily with reference to colonial written sources of information. Gawe and Meli (1990) call the archaeological past, which was not included in school textbooks an “excluded past”. This excluded past is one that shows that black South Africans weren’t immigrants to the country. Smith and Thackeray (1990: 3-4) mention that there is archaeological evidence that there were black farmers living south of the Limpopo River by the 4th century AD and that wealthy complex trading cities existed in southern Africa since AD 1100. Archaeological work also shows that Khoisan hunter-gatherers were far from primitive superstitious savages who stole cattle and knew nothing about the possession of land. On the contrary they used land collectively and shared the resources from it amongst themselves (Smith and Thackeray 1990, Gawe and Meli 1990).

Not only did CNE present a racist Eurocentric view of South Africa’s history; it also hampered the development of critically thinking individuals. CNE emphasised rote learning and the recall of facts. Sources of information were used uncritically, and there were few opportunities for discussion and for learners to ask questions (Bam and Visser, 1997: 95-96). With the development of educational archaeology in the 1990s in South Africa and the restructuring of the education system, it was demonstrated by archaeologists that the inclusion of archaeology in lessons, encouraged learners to question the written sources of information, which they had previously taken as objective representations of

² The term “Khoisan” is used according to Smith (2000: 2) as a “biological term to distinguish the aboriginal people of southern Africa from their black farming neighbours”. This term was then not used by aboriginal people to describe themselves, but as a means of classification by physical anthropologists.

reality. Archaeological material also provided information about the histories of black South Africans, which had been excluded (Smith and Thackeray 1990, Esterhuysen 2000). “Indeed, interaction with actual artefacts in a specific context is a valuable and effective means of promoting empathy and an eagerness to engage and identify with the past” (Esterhuysen 2000: 162).

A new curriculum for Grades 1 - 9, Curriculum 2005, which was introduced after 1998, was outcomes-based and learner-centred with the teacher acting as the facilitator of classroom activities. An outcomes-based lesson focuses on there being specific measurable outcomes such as the development of certain skills and the understanding of certain concepts. At the completion of the lesson, or the teaching module, the learners should be able to demonstrate whether they have achieved these outcomes through the completion of particular assessment exercises. Various means of assessment are used to determine whether the learners have achieved the desired outcome and these can range from self- to peer- and teacher-assessment. Not only is the growth of the knowledge of a learner gauged through time, but also the development of his/her skills (South African Institute for Distance Education 1998: 13-31)

Through teaching Curriculum 2005 it was proposed that learners would develop independent and interpersonal working skills. “[The ability] to apply different and appropriate learning strategies; [the ability] to communicate effectively across a range of contexts using mathematical and language skills; collect, analyse, organise, critically select and evaluate information from a variety of sources for appropriate use; use science and technology critically; and to demonstrate cultural and aesthetic sensitivity across a range of social contexts” (Esterhuysen 1999: 86). Despite these aims Curriculum 2005 was still deficient in certain aspects. Apart from problems with the terminology used, the curriculum structure, and a lack for support for teachers in terms of training and materials (Chisholm et al 2000). One of these aspects was the lack of content specificity. As knowledge was only indicated in “range statements” though the curriculum prescribed precolonial history, time rather than being presented as continuous was divided into a number of discrete categories such as Stone Age, Iron Age, and Colonisation. Archaeological research methods are similar to the skills and abilities it was recommended that learners develop through Curriculum 2005. However, archaeology was regarded as a

source of information rather than a model for the development of skills and abilities. (Esterhuysen 1999)

Curriculum 2005 has been revised, and National Curriculum Statement Grades R – 9 Social Sciences was released in 2002. Social Sciences is one of the Learning Areas of the new curriculum and it comprises History and Geography. To quote, “a study of history ... enables learners progressively to develop [amongst other things] an appreciation of the special contribution of oral tradition and archaeology, and of the impact of the environment on historical developments” (Department of Education 2002: 4 – 5). It is disappointing that no where is there the requirement that teachers or learners should understand the differences between the two disciplines of archaeology and history. History covers the period of time for which there are written records, whereas archaeology covers both this time period and prehistory. There is also no discussion as to what “the special contribution of archaeology” actually is (Department of Education 2002).

History within the Social Sciences Learning Area has three learning outcomes, the first covers skills development – “the learner will be able to use enquiry skills to investigate the past and the present”, the second is “the learner will be able to demonstrate historical knowledge and understanding”, and the third is “the learner will be able to interpret aspects of history” (Department of Education 2002: 7). Throughout the discussion of the first learning outcome for grades R - 9 there is no mention of archaeology. This is disappointing as the skills, that it is required that learners develop as part of this outcome, are those that archaeologists use as part of their research. Archaeological method is mentioned for the first time in Learning Outcome 3 for Grade 7, under the Assessment Standards for this Grade “the learner ... describes how archaeologists work with material remains of the past, and makes deductions from selected material remains of the past [representation of the past]” (Department of Education 2002: 66). From Grade 2 for this Learning Outcome learners have to study stories of past events and study objects that represent the past.

Despite the sparse representation of archaeology in the revised curriculum the issue of time, as mentioned by Esterhuysen (1999) and discussed earlier in this chapter is dealt with. For the Senior Phase, that is Grades 7 to 9, content is divided into categories such as human evolution, early trading systems and moving frontiers, with early trading systems

comprising sections on Dutch settlement as well as West Africa and Trans-Saharan trade. The emphasis being on the common denominator of trade rather than on time periods. (Department of Education 2002) The problem of certain aspects of South Africa's past being omitted in CNE as mentioned earlier in this chapter by Gawe and Meli (1990) and Smith and Thackeray (1990) is also addressed by there being a direct mention of History emphasising "the inclusion of lost voices and processes in history" (Department of Education 2002: 6).

University of Cape Town

Chapter 3: Methodology

In this dissertation action research is used to discuss the process of planning, acting, and reflecting that happened during the first two programmes that were run at Schools A and B. Reflections on the programme at School A were used in the planning of the one at School B. Likewise reflections on both programmes informed the planned action at School C for which an action research model was consciously adopted.

In order for the practice of curriculum development to be improved upon, the evaluation of the process and the assessment of the knowledge and skills of the learners involved are essential. McNutt (2000) makes the point that what is taught to learners is not necessarily what they learn. The researcher will set out with particular aims, however there will be unforeseeable impacts on all three parties – teachers, learners and the researcher. What follows are discussions of the nature of action research and how it was used in this dissertation and of the types of evaluation and assessment that were used by the teachers and the researcher throughout the three programmes.

Action Research

An action research project involves the practitioner and others (in this case educational archaeologists, teachers and learners) in a cyclical process through which one aims to improve three things:

Practice - this is the research process itself, the production and assessment of educational material, and the implementation of archaeological education schools programmes.

Understanding – of the factors that effect the success of archaeological education programmes.

The research situation - the environment in which the research is undertaken.

Grundy and Kemmis (1984: 4) state that the “only appropriate subject matter for action research is social practice”. In other words action research can only be undertaken in a research situation in which action is conscious and planned. The three archaeological education programmes run at Schools A, B, and C were conscious acts in that the aims were to learn how to manage such programmes, to develop educational material and to

learn how to include teachers and learners in an effective and productive manner. Reflections on the research process lead to the posing of relevant questions and the modification of the planned action in the following programme. (Grundy and Kemmis 1984)

The cyclical process of action research involves the proposing of a research question or plan; the action or carrying out of research accompanied by observation; reflection on the research; the discussion of old problems; and the posing of new questions and changes in action, which leads into the next cycle of research (Figure 1). One cycle of action research is seldom sufficient for the action to be improved and at each spiral the researcher's understanding should also be greater. In the case of the project under discussion, each educational programme was regarded as one research cycle. The process of observation, reflection and planning did not occur sequentially but continually throughout the different research programmes. The reflections on the process and the planning of future actions at the end of each cycle were more like summaries of issues that had arisen at different times throughout the particular cycle. (Grundy and Kemmis 1984, Hall 1996, McNiff 1988 and Winter 1996)

The ideals of emancipatory action research are aspired to because this type of research is collaborative - all participants have an equal say in the planning and reflecting stages. It also involves critical reflection by all participants on the entire research process. Critical reflection is important because questions such as the following are raised:

Why is the research being undertaken?

Who is the research product for?

Whose research problems are being addressed?

What purpose does the research serve?

How can other researchers use the insights I have gained, in the future?

(Morrow, 1993, Walker 1993, Winter 1996)

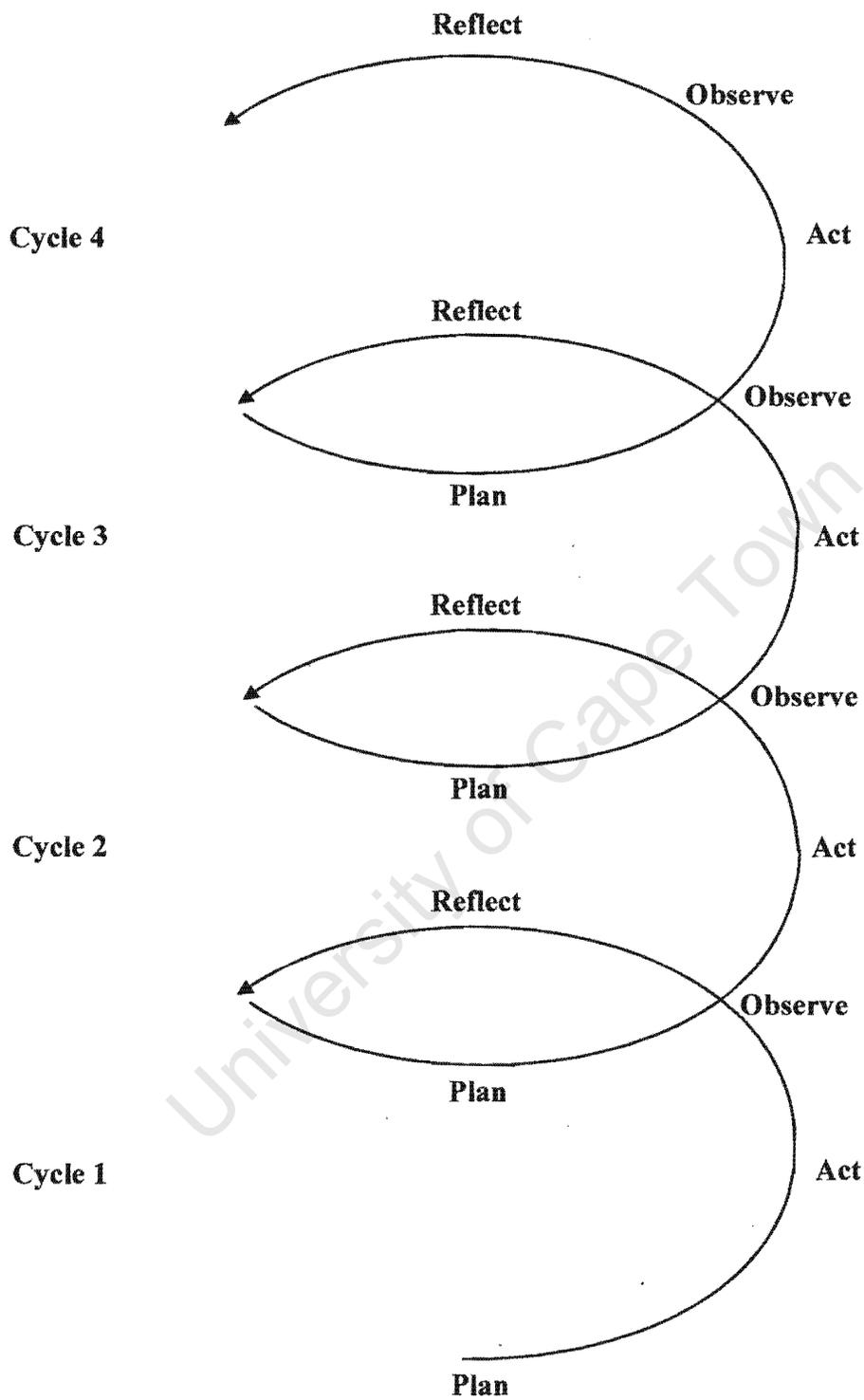


Figure 1: The Action Research Cycle
adapted from McNiff: 1988: 44

To be critically reflexive about a research project is not only to present the one's own point of view but also to consider the influences of one's prior knowledge, the consequences of one's actions, and how those actions are influenced by the other participants' opinions. Throughout the research process observation, note taking, and reflection are important links between retrospectively learning from past experiences and proposing new action. A part of being reflexive is an admission on the part of the researcher of her lack of knowledge in certain areas. This admission is important because it provides the context for the choice of research situation, the questions posed, and the way data was collected and analysed. "The researcher should show the particular personal resources as well as the circumstantial resources he/she has used in interpreting the data in the particular way that he / she has" (Hall 1996: 36). There needs to be recognition that the people involved have real opinions and life experiences that influence the research process. In the case of the three programmes under discussion I was lacking in educational knowledge and the teachers were lacking in archaeological knowledge and thus the content for their lessons. This influenced the quality of the educational material produced. With the input from teachers, learners, outside editors and my own reflections, this improved as I progressed from one programme to next.

The research situation under discussion in this dissertation is similar to Walker's (1993), who writes about her experiences as a facilitator in a teacher development project. She wanted to run the project along the lines of emancipatory action research in which both the teachers and she had equal roles in the development of teaching materials, the gathering and interpretation of data and the production of the research report at the end. However, she found that a power relationship developed between them in which she as the researcher had the greater control over the project. As a result the teachers participated "in the process of curriculum change but [were] only involved in the process of [her] own research" (Walker 1993: 110). She had the ultimate say in the interpretation of data and the report production. She assumed that the teachers wouldn't have a problem with participating as critical innovative partners in the project. Rather, the history of the South African education system, in which teachers were used to following prescribed curricula and past teaching methods, lead to them being unfamiliar with assuming the role of "curriculum shapers" (Walker 1993: 108). As will be discussed in the following chapters unequal power relationships also developed between the teachers and myself involved in the research. However, a possible the reason for this development was not that the

teachers were unfamiliar with the curriculum-shaper role but rather that I controlled the research situation and did not permit them to participate sufficiently in the development of the curriculum materials.

In action research it is important to recognise the different opinions of all participants, including those of the researcher, as equally valid because this helps to highlight problems and provide direction for future work. An action research report is therefore one with a “plural structure” (Winter 1996: 14) and it needs to present the different voices that were part of the research process. Opinions were solicited from teachers and learners through the use of the evaluation and assessment exercises discussed later in this chapter. However, (Hall 1996), McNiff (1988) and Robinson (1993) raise two important questions – who is in control of the educational knowledge and what are the aims of involving the teachers? If the researcher is reflexive about her / his research s/he will think about and discuss why teachers were involved in the research project. This will then lead to a discussion of whether the teachers participated as equals or whether they were part of a research situation in which a question posed by the researcher is tested.

According to Weiskopf and Laske (1996) action research can never be fully democratic and that there will always be a power relationship of some kind. The question of who controls educational knowledge is important to answer in programmes such as mine. As mentioned by Nackerdien (1994), the archaeologists are often placed in a position of power because they are viewed both by themselves and the other participants as being in control of archaeological knowledge of the past. Consequently they also control the situation in which this knowledge is given to teachers. The teachers then become a means of disseminating archaeological knowledge to learners, not critical and reflective partners.

Three methods of evaluation were used to during the three archaeological education programmes in question. It was considered important to determine the following:

- Whether the broad aims of each programme had been achieved.
- Whether the questions used in the curriculum materials were pitched at the right level.
- Whether the sources used in the materials were adequate.
- Whether the assessments used by both the researcher and the teachers were satisfactory.
- To gain insight into the relationships that developed between the participants.

Questionnaires, interviews with the teachers and observation of classes were used to gather data and solicit the teachers' opinions.

Questionnaires

According to Cohen and Manion (1980) questionnaires are one of the more reliable ways of obtaining data because they are anonymous and as a result people are more willing to offer their opinions. Unfortunately the percentage of people who actually complete and return them is low, and they tend to complete them hurriedly. It is also problematic to provide children with questionnaires because it is possible that they are not always able to express their opinions in written form. It is therefore important that the questions are well structured so that they are understandable and that the maximum amount of data is gathered. Direct questions can be used, an example of which could be: Did you enjoy the school programme that you have participated in? The problem with such questions is that they limit the amount of data received. Thus a researcher would discover whether the person enjoyed the programme or not, but not the reasons why they did so. The question could be rephrased to become open-ended questions, and read: what did you think of the school programme you have participated in? This type of question allows for unanticipated responses and for issues that the researcher is unaware of to be raised. However the respondents might be unwilling to give their full opinions.

The following are the two questionnaires, comprising direct and open-ended questions, which were handed out to the teachers and learners at School A (Appendix A).

Teacher evaluation form:

1. What subjects and grade do you teach?
2. Please summarise what you thought the aims of this project were
3. Do you think this project benefited your class? If so how?
4. Will you use the information that was provided on the history of the area and the school in the future, if so how?
5. What feedback did you get from your classes? Did they enjoy it, hate it, or want more?
Did they seem to think about more than just what they found in the ground everyday?
6. Do you think this project has benefited the school as a whole?
7. Are there aspects you didn't like? If so what are they, and how would you fix them?

8. Which aspects did you like?
9. Do you see this project as fulfilling the requirements of Outcomes Based Education?
Explain your answer.
10. Can you see the possibility of including such exercises in future school curricula?
11. What do you think of the possibility of teachers becoming more involved in such programmes in the future by creating worksheets and documenting the process?

Learner evaluation form:

1. What did you expect before the project? Did anything turn out different to what you expected, and if so, what?
2. Was there anything that you really enjoyed? If so what was it?
3. Was there anything you really didn't like? If so, what was it?
4. What would you have like to have done more of?
5. Do you feel you learnt anything that you didn't know before, and if so what?
6. Would you like a similar project again in the future? Why? What would you like to do?
7. If you don't mind, please tell us your name and what you would like to do when you finish school.

Interviews

An interview involves one person seeking information from another either in a formal or informal manner. Formal interviews are directed by the interviewer with the use of set questions, whereas informal interviews are not. In the latter type the interviewer tries to interact with the other participants in as non-threatening manner as possible. Interviews are thus a useful method of data collection because opinions can be solicited and discussions can result. Like questionnaires the questions used in interviews need to be structured in such a manner that those who are being interviewed understand them and so that detailed information can be gathered. Since interviews aren't anonymous ways of collecting information, interviewees might lie or express opinions that they think the interviewer wants to hear. All methods of data collection are biased in some way and the interviewer's bias influences the questions that s/he chooses, and the way the interview is analysed (Cohen and Manion 1980).

A student colleague was asked to conduct a formal interview with the teachers at School C. As a result of the experiences with the teachers from School B, I was of the opinion that an interview conducted by a neutral party might solicit more honest responses. The following are the questions that were used to direct the interview, the transcript of which can be found in Appendix C.

1. What were the aims of the project?
2. Do you think they were achieved (if not why not)?
3. What are your views on the organisation of the project? Would you have done anything differently?
4. If you were to participate in future projects would you organise them differently? How? Why?
5. Will you use any of this material in the future? Explain your answer.
6. If this material were adapted to fit Outcomes Based education, how would you change it?
7. Were the questions pitched at the right level for your students? Or were they too easy/too difficult? Which ones did you have problems with? Which ones did you change? Which others would you change?
8. You were allowed to choose the method of assessment. Were you happy with this or would you rather have been given concrete guidelines?
9. What else did you choose for assessment?
10. Do you think your chosen methods of assessment adequately tested your pupils learning? If not how would you improve this in the future?
11. What skills do you think your pupils developed during the project?
12. What do you think of the use of artefacts in a classroom situation? If you were given them with adequate descriptions and information would you be prepared to use them in your lessons?
13. Where there any lessons that you weren't sure you knew the aims?
14. The material is available on the Internet. Have you had a look at the web site? Are you going to? If other educational material were placed on the web, would you use it?
15. How did you feel about having Emma around when you taught your lessons? Did this impact on your teaching and your pupils learning?
16. How do you feel about Emma using your answers to this interview and other data she collected in her Masters dissertation? She will not mention the schools' name, your names or you pupils names.

Observation

Observation is a process whereby the observer takes in information about a particular situation and compares it against his/her prior knowledge. Unlike questionnaires and interviews, the researcher doesn't rely on anyone for information. It is a selective process because the observer has in mind questions that s/he would like answers to, as a result s/he will only take note of those aspects, which are thought to be important. There are problems associated with this method of data collection because the questions asked at the beginning of a project are not necessarily those that turn out to be important. The data gathered at the beginning of the project might then not be useful in answering the questions that arose later (Foster 1996).

A researcher who uses a qualitative approach to observation, as used at School C, approaches the observation with a few guiding ideas that s/he will use to reflect on the observed practice. This lack of structure is positive because it allows for the inclusion unexpected questions and issues that might arise that could potentially contribute to the improvement of practice. Observation is therefore a key means of data collection in action research but it has limitations. Some people may not be comfortable with someone observing them and might alter their actions. If the researcher is not acquainted with the research environment then potentially useful information maybe missed. Observation is therefore only the researcher's view on the process (Foster 1996).

In order to undertake observational work, the researcher needs to decide whether she will sit quietly and be as unobtrusive as possible or participate in the process. Participation prevents notes from being taken and thus the quantity and quality of information gathered. The former could also be regarded as threatening by those being observed (Foster 1996). In the case of School C, the classes were observed unobtrusively and detailed notes were taken. However because I taught the lesson involving the use of artefacts note taking at the time was difficult. As a result the teachers' reflections on the process will be referred to in the analysis.

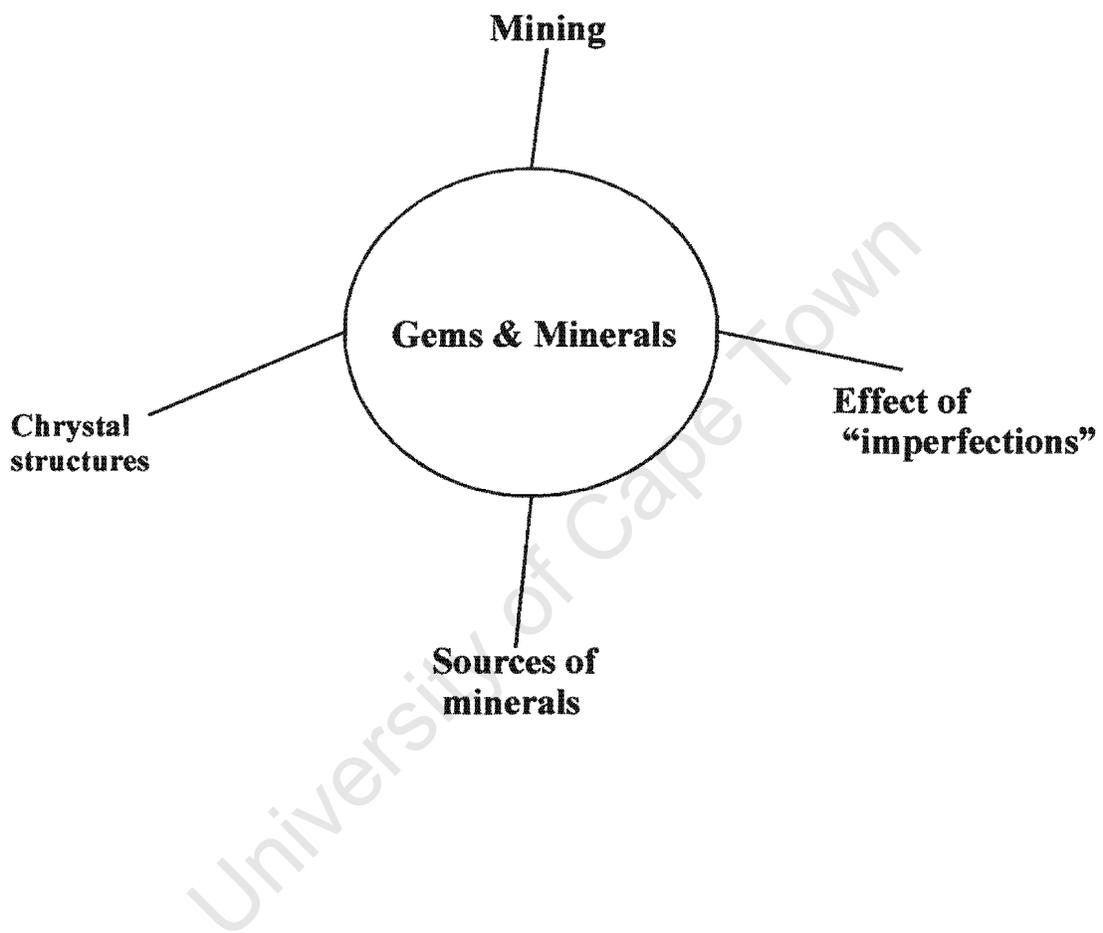
Methods used to assess learners' knowledge and skills

The methods of assessment used in all three programmes have been divided into those methods used by the researcher and the methods that the teachers developed and used. None of the teachers at either School A or B developed or used any methods to assess the knowledge or skills that their learners developed. As will be discussed in Chapter 5, the teachers at School B were provided with suggestions for assessment but they did not use them. The researcher used Personal Meaning Maps (PMMs) to assess the knowledge of the learners at Schools B and C. The teachers at School C also developed a number of methods of assessment.

Personal Meaning Maps

Personal Meaning Maps (PMMs) were used by Falk et al (1998) to measure people's learning before and after a visit to an exhibition called "Geology, Gems and Minerals" at the Smithsonian Institute's Museum of Natural History (Figure 2). Only all-adult groups were approached and 65 individuals took part in the initial mapping exercise. The people chosen were asked to complete PMMs and to participate in a short interview before and after their visit. Where possible they were contacted six to eight weeks or 5 to six months after their visit and interviewed.

Each person in Falk et al's (1998) exercise completed his or her PMMs separately from his/her group members. They were encouraged to write down any words or phrases that came to mind when thinking of "Gems & Minerals". They were then asked in an informal manner to explain what they had written. Notes were taken by the interviewer and were written on the maps completed by the interviewee in a different coloured pen. During their visit to the museum, they were unobtrusively observed and notes were taken about "the date, and time of day, how busy the exhibition was, what exhibits, labels, and panels [the visitors] used, and the overall time they spent in the exhibition" (Falk 1998: 110). After their viewing of the exhibition, the visitors were again approached and asked to repeat the exercise. They were also asked other questions on their "motivation, visit plans and educational background ... [and they were also asked] in an open ended manner why they visited the NMNH and then provided with six categories of frequently-mentioned reasons: place, education, life cycle, social event, entertainment, and practical issues" (Falk 1998:110). These questions related to the visitor's agendas for visiting the museum.



**Figure 2: Personal Meaning Map (PMM)
adapted from Falk, Moussouri and Coulson 1998: 120**

The change in learning on the part of forty of the visitors was statistically analysed along four dimensions: “Dimension One looked at the change in the quantity of appropriate vocabulary used and is an indication of the extent of someone’s knowledge and feelings. Dimension Two looked at the breadth of a visitor’s understanding, the range of conceptual understanding. Dimension Three looked at the depth of visitors’ understanding, how detailed and complex, within a conceptual category, descriptions were. Dimension Four looked at mastery, the overall facility with which visitors described their understanding” (Falk et al 1998: 111). Falk et al (1998) have attributed statistical significance to the change in the number and amount of concepts, words and phrases used by the people that they interviewed.

With this method of assessment, there was no assumption, as with conventional methods that a person’s learning could be judged as being a right or wrong answer. Falk et al (1998) accepted that the people interviewed entered the educational experience with prior knowledge and life experiences that influenced what they learnt. They also did not assume that people entering the learning environment of the museum did so with comparable knowledge. Falk and Dierking (2000) call museums “free choice” learning environments because people choose to visit them. The situations at Schools B and C, at which PMMs were used, were very different to the museum environment (See Figure 3 and Appendices B and C for an examples of the PMM used at both schools). For the following reasons, I thought it would not be beneficial to undertake statistical analysis of the results obtained, despite this being a large part of Falk et al’s (1998) work.

In a school environment learners’ skills and knowledge are measured against certain standards, which they have to meet before advancing to the next grade. It could therefore be argued that their knowledge should be comparable. Learners are not given the option to choose whether they want to enter a school environment. At both schools they weren’t given the option to choose whether they wanted to participate in the assessment exercises. According to Falk et al (1998), this ability to choose profoundly affects how much people learn, because their motivation to do so is influenced by their choice. Low interest and a lack of motivation on the part of the learners involved probably influenced the amount of information that they were willing to provide. The learners at School C were reluctant to undertake the mapping exercise twice as they did not see the point of doing so. It became obvious that they provided less information in the second exercise because they either felt

that they had already expressed what they knew and they thought, or that they were bored with the exercise.

Several factors limited the success of using PMMs at School B. Firstly, it was only possible to assess the learners at the beginning of the programme as it was terminated because it was moving too slowly due to teacher absenteeism and discipline and literacy problems at the school. Secondly, not all the learners participated in the assessment. There were approximately 40 learners in each class at School B, and the teachers chose four or five learners from each class because logistically it would have taken too long to work with every Grade Eight learner.

Three classes participated in the programme at School C, one of six learners, one of twenty-five, and one of eight. The largest class was split into two groups and because of time constraints; one period was spent with each of the four groups before and after the lessons were taught. These periods were 45 minutes long, and so the amount of information gained was influenced by the time available. In the case of Falk et al (1998) the time spent in the mapping exercise and the interviews were largely determined by the person being interviewed. The learners at both schools were given pieces of paper with the words "Slavery" and "History" written on it and they were asked to describe what their opinions and knowledge of these two subjects (Figure 3). They were also asked to write the date and their name on their piece of paper. They were given approximately five minutes to complete this task, and then each learner in turn was asked to explain what they had written down. I wrote my notes on their sheets in a different colour pen.

At both Schools the learners were asked not to discuss the exercise or their answers amongst each other, but the learners at School C inevitably did so. On some occasions, and this happened more frequently during the second time that they did the exercise, they tended to look at each others answers if they were not sure what to write down. When I began to discuss with each of them what they wrote their friends sitting nearby would offer their opinions and a group discussion would often result. I cannot attribute statistical significance to the sample because the information that I received was often an individual's summary of a class discussion.

Figure 3: Personal Meaning Map used at Schools B and C

History

Slavery

University of Cape Town

An unstructured informal discussion was held with the learners from School C six months after they had completed the project because Falk et al (1998) had interviewed the participants in their research five to six months after they had interviewed them at the Museum of National History. An informal discussion as opposed to one-on-one interviews was chosen because of time constraints. The main points of the discussion were recorded on a flip chart for them to see and following questions were used to guide the discussion and to keep conversation flowing. However because they were open-ended they did not prevent the learners from branching off onto other topics.

1. I was here six months ago. Do you remember what we did?
2. What did you enjoy about the programme?
3. Can you make any connections between what we did then and your subsequent schoolwork?

When they gave key words such as “archaeology” they were asked to explain why they did so. This exercise was only useful in assessing the broad range of their knowledge of the content covered during the programme not the skills they developed as a result of their participation.

Methods of assessment developed by the teachers at School C

The teachers used three methods for assessing their learners’ knowledge and skills. Firstly they asked them to write a diary of a slave woman, in which they had to give details about what countries slaves came from, what conditions they had to work under and what slave life was like.

The second method of assessment was a comprehension in which they had to answer questions about an archaeological find that was reported in the newspaper (Appendix C). The article was “Melkbos Burial Site. Prehistoric bones found” written by Melanie Gosling and published in the Cape Times on Thursday, 7 October 1999. Teacher 2 drew up the questions for this assessment and they were as follows:

- 1.1 What methods do archaeologists use to discover the diet of prehistoric people? (2)
- 1.2 How might this information be useful in assessing prehistoric bones? (2)
- 2.1 What factors did the archaeologist who discovered the Melkbosstrand Skeleton take into account when deciding that this was the skeleton of a San person? (4)

- 2.2 Explain the relationship between the diet of the San and their environment. (6)
- 2.3 Is it possible to say what habitual physical activities the San were involved in? Discuss (3)
- 3.1 What evidence is there that the early San came into contact with early Dutch settlers? (2)
4. From the information you have studied regarding the Vergelegen and Melkbosstrand skeletons, discuss how useful objects are in providing historical information. (6)
- /25/

She provided model answers against which the learners' answers were measured. These were:

- 1.1 Bones of skeleton are chemically analysed.
- 1.2 Used to assess diet – seafood and land animals; help to determine where someone came from.
- 2.1 Took into consideration the fact that the skeleton was found near the coast – where San lived; the midden contained stone tools used by the San; food eaten was tortoise, fish, snakes, antelope – eaten by hunter-gatherers; beads also worn by San.
- 2.2 If San found to eat a diet of seafood it could be assumed that they lived by the sea; if San found to eat land animals they probably lived inland (big animals would be hunted like antelope) small animals like tortoises and snakes found at the coast and inland. San were migratory.
- 2.3 Hunter-gatherers ate animals, which needed to be hunted; stone tools used which means they were Stone Age people who hunted; fishermen as they would have to have eaten their seafood.
- 3.1 Blade-like tool uncharacteristic of San tools
4. Prehistoric remains are good sources of information in assessing where a person came from; whether a person was male or female; what that person ate during childhood and adulthood; what sort of work that person engaged in; the religion of the person depending on how he/she was buried; the age of the person when he/she died.

The third method of assessment was a self-assessment in which the learners had to think about what they had learnt during the programme and what impact it had on them personally. See Appendix C for a summary of the learners' answers, which were measured against the outcomes for the programme. A discussion of what was learnt from this method can be found in Chapter 5.

Chapter 4: The production and evaluation of educational material

The overarching aim of producing curriculum materials on archaeological subjects for Schools A, B and C was to introduce learners to the methods of archaeological research and in particular the way in which archaeologists critically use a variety of historical and artefactual sources of information in their work. Through the use of curriculum materials teachers can help their learners develop an understanding of sections of South Africa's history as well as encouraging them to work independently and with their peers in the solving of problems. Each of the following sections provides the educational context of the particular school that was selected to participate in a programme, details of the educational material produced and reflections on the research process.

School A

School A is a first-language English senior-primary school for girls and boys situated in the southern suburbs in Cape Town. It is presently attended by 738 learners from a variety of cultural backgrounds between Grades 1 and 7. The learners come from all over the Cape Peninsula from suburbs such as Claremont, Tamboerskloof, Tableview, Muizenberg, Khayelitsha and Mitchells Plain. For those learners who aren't first-language English speakers there are second-language English classes, and for those older learners who are Xhosa speakers there are first-language Xhosa classes. The learners have access to a well-stocked library, a computer centre and participate in the planting and studying of indigenous plants in the school garden. School A has a partnership with a primary school, Nomalinganiselo, in Khayelitsha. The teachers from School A helped set up a computer centre, a library and facilitate teacher exchanges between the two schools. The learners from both schools participate in cultural and sport days.

The educational programme was run at School A in February 2000. An excavation was carried out within an area surrounding a fishpond since a collection of artefacts had been found there during gardening. The teachers and I decided that twenty-five Grade 6 learners would participate in the programme because the excavation was to be small and

would not have been possible for all Grade 6 learners to have a chance to excavate within the allotted time period. All those learners who wanted to participate were asked to motivate why they wished to do so, and the teachers chose the final twenty-five. The learners were divided into five groups, each group had a day to excavate and on the other four days they completed six worksheets that had been made for them (Appendix A). The project ran between 8:00 and 9:30am for six days. On the sixth day everybody helped backfill the holes. Two periods on two days during the second week were used for the cleaning and analysis of the excavated artefacts. Those learners who helped with the analysis organised a presentation for a Friday assembly at the school. (Sealy 2001a: 2-3)

I wrote a detailed history of the school (Appendix A) through the use of historical maps, plans and documents provided by the school, Deeds Office research, and consultations with a Cape Town historian Margaret Cairns. Worksheets Four to Six were written with reference to this history covering the period 1600 to 2000. The questions covered the subjects of the people who had lived on the land that the school had been built on later, as well as the history of the school itself. The first three worksheets introduced the learners to the discipline of archaeology, the methods of archaeological excavation and the different types of sources that they use during their work. These three worksheets were to prepare the learners for their participation in the excavation. A display showing the division and subdivision of the land on which School A is situated was exhibited in the library for the learners to use when they completed Worksheets Four to Six.

The six worksheets had accompanying model answers were therefore produced on the following topics:

1. What is archaeology and what do archaeologists do?
2. Archaeologists at work – understanding the concept of stratigraphy and archaeological excavation methods.
3. Primary and secondary sources.
4. The history of Feldhausen 1660 – 1838.
5. The history of Grove Primary School 1885 – 2000.
6. The people who lived on the land where the Grove cricket fields are today.

Questionnaires (Appendix A) were produced and handed out to the teachers and learners after the programme was complete. In response to “What did you expect before the

project? Did anything turn out differently to what you expected, and if so what?" most of the learners expected to excavate together, all week, and find more. They were disappointed that they did not find whole objects that were of great archaeological significance. One learner remarked, "Well, I thought we would be doing major excavations and finding major big things like a urn or something". In response to the same question, one girl replied "It was a bit different to what I expected. Firstly I didn't know we would be researching as well, and that you had to divide the site into squares or that you had to sive [sic] the soil to find things". Another mentioned later that he would like to become "a digger" – an archaeologist – "and go to Egypt and learn and explore the pyramids".

Most of the learners wrote that they had learnt about the history of the school. Only four indicated that they had learnt anything about archaeological methods of research and excavation. One girl said that she had "definitely [sic] learnt a lot. I didn't know about all those people who lived here, and why they had to leave. I also learnt about the digging, like it's not only fun its hard work, and not everything you find is something important". Another commented that she realised "that archaeology is not a breeze [and] you have to concentrate really hard".

Eleven learners remarked that they did not enjoy sitting in the library filling out the worksheets about the history of the school. In response to "Was there anything you really didn't like? If so, what was it?" one boy replied "[there was] not really [anything that he didn't enjoy] but the worksheets weren't brilliant"! Only one girl expanded on her criticism of the worksheets by writing "I didn't like some of the research, it was fun finding out about it, but some of it was difficult and confusing".

There was a low return of the questionnaires (Appendix A) that I handed out to the teachers. However the seven who did complete then provided me with some insight into the problems experienced by both them and their learners. One teacher mentioned in response to "Are there aspects you didn't like? If so what are they, and how would you fix them?" that the time spent on the programme was too short and "ideally a longer period [would be beneficial] to allow time for the process to be reflected upon and owned and for more people to be directly involved". The same teacher answered "What do you think of the possibility of teachers becoming more involved in such programmes in the future by

creating worksheets and documenting the process?” by writing, “Find the correct entry point [for the teachers into the programme]. If teachers only understand that they have to sift through reams of materials and compile worksheets it is considered a burden. If however there is a partnership where the teacher feels supported and inspired and is invited into an exciting learning process what magic you could weave!” Another teacher replied to the same question by saying “if it’s an area I’d feel competent in: with regard to archaeology that wouldn’t be the case. I find it hard enough to keep myself ‘researched’ enough for the lessons I already teach, without tackling something completely new”.

The learners at School A enjoyed the process of excavation and finding out about the history of their school, they all wanted to excavate more and were a bit disappointed that they did not find artefacts that were of scientific importance. However from their answers to the questionnaires it seems that they were not sufficiently informed about the aims or structure of the programme or about what they were required to do. They also probably did not see the connections between what they were finding in the ground and the history of their school. Their desire to excavate more was due to the problem that because of the size of the excavation not all learners could excavate at the same time but had to take turns to do so. They were also disappointed with the objects that they found, and few understood that archaeology, to a large extent, is not about “finding major big things” and exploring the pyramids. The aims of the first three worksheets relating to archaeological methods and primary and secondary sources of information were therefore not achieved. They did indicate to some degree that they had learnt about the history of their school, and the people who were forcibly removed off the land on which it was situated.

The questionnaires were partially successful as a way of collecting information. The questionnaires handed to the learners yielded less useful information than those handed to the teachers. From the brief answers that the learners gave it was easy to find out that they enjoyed the process of excavation but it was not easy to find out why. I am also unsure which parts of the worksheets they found confusing. If I had interviewed them and asked them to explain their answers then I might have learnt more.

From the answers that the teachers from School A gave I realised that it is important to develop collaboratory relationships with them. In retrospect I did not give them sufficient opportunity to participate in the research process. A lack of confidence with the subject

matter and a sense of being excluded from decision making could have been the reason for the low return in questionnaires and the teachers viewing the programme as a disruption to their classes. To overcome their lack of archaeological knowledge I could have offered my knowledge to them in return for some of their educational knowledge. They could have provided me with information about what activities their classes find stimulating and what level of questions are appropriate for Grade 6 learners. Perhaps a future programme could have the learners first participating in an excavation, raising questions to ask about what they find and then discussing the answers to their own questions. Some of these answers could then be found in the historical information displayed in the library.

In order to address this need to develop a collaboratory relationship with the teachers I aimed to produce curriculum materials that could be integrated into the school curriculum at School B. Since the questionnaires hadn't been an effective method of assessment at School A, I planned to provide detailed assessment criteria against which the teachers at School B could measure their learners knowledge. I also planned to interview the teachers at the school in order to find out what they thought about the nature of the materials, the sources used and the assessment criteria provided.

School B

School B is a bilingual senior school situated in the southern peninsula in Cape Town attended by “coloured” learners from grades eight and twelve. At the time of the programme there were four English and three Afrikaans classes (of 40 to 50 learners per class) in grade eight, all of whom participated. A teacher from School B contacted me in March 2000 in connection with an educational poster on Maritime Archaeology that RESUNACT had produced in 1997. I mentioned that a school was needed to participate in another education programme and she indicated that she was interested. There was a meeting with the teachers at School B in May, July and August 2000 and it was decided that the project would run in August and September 2000. (Sealy 2001b)

With the contribution of an education editor it was decided that the programme was to have clear aims. The aims of the programme planned for School B were for the learners to develop co-operative and independent learning skills, and knowledge of Cape slavery. The teachers were to cover this topic during the year and it was important that the

materials were integrated into the curriculum. The lessons (Appendix B) were to be produced for outcomes-based education and in the language of the teacher and learners who were going to use them. Each lesson was translated into Afrikaans, had a key phrase or question and contained information on:

The grade for which it was produced.

The duration of the lesson.

Classroom organisation.

The resources needed by the teacher in order to teach the lesson.

The outcomes of the lesson.

The exercises that will be completed to achieve the particular learning.

Assessment criteria against which the learners knowledge and skills could be measured.

Four lessons were produced on the topics of Cape slavery using the data collected as a result of archaeological research on the farm of Vergelegen, which is situated in Somerset West. There was an introductory lesson on “What is archaeology? and Archaeology in the media”, followed by three lessons on Vergelegen, two covering historical drawings of the farm and the last the excavation of a slave lodge on the farm. Since all eight classes of approximately 40 learners were using the material, it was impossible to observe all the classes. It was therefore difficult to judge whether the questions were pitched at the right level or not and so the teachers were relied on for feedback.

In retrospect I provided far too much detail in the lesson packs and the teachers at School B never referred to the provided assessment criteria that I provided. This I think was due to their not being acquainted with Curriculum 2005 and outcomes-based education, even though they had assured me that they were. This was borne out during my observation of their lessons, in which they fell back on teacher-centred teaching with the teacher talking and the learners taking notes. The assessment methods that I provided were also produced without taking the specific classroom situation into account. In Lesson One I suggested that the teacher observe the class and provide a group assessment at the end of the lesson. The classes at School B consisted of approximately 50 learners each and to cope with literacy and discipline problems in addition to tracking each pupil’s learning throughout the progress of the lesson and providing a mark at the end was asking too much of them. Separate assessment exercises could have been suggested as a way of circumventing these obstacles.

It is possible that the teachers also felt unfamiliar with the archaeological content that I provided for them, and as a result did not participate in the project with the same degree of enthusiasm as they initially approached the project. In retrospect interviews with them would have been an effective way of finding out their problems with the project and their suggestions for the future. I tried on a number of occasions to organise meetings at which I could receive feedback from them, however due to their heavy workloads, extramural activities, and personal commitments they were unable to attend.

As a result of these reflections on the programme at School B, I decided that I would rework the curriculum materials on slavery and give them to the teachers at School C before the programme, so that they could alter them to fit their specific classroom situation. I also provided brief suggestions for in assessment, assuming that the teachers once they were acquainted with the materials would be capable of producing assessment exercises. I planned to interview the teachers at School C since I had not managed to do so at School B.

School C

School C is a first-language English senior school for girls situated in the southern suburbs, Cape Town. Approximately 400 predominantly white learners attend Grades 8 to 12, with a maximum of 28 learners in each class. At the time of the programme in 2000 there were thirty-one learners in three classes in Grade 10, all of whom participated in the programme. Fifty percent of the learners were Catholic, and most of them come from the southern suburbs of Cape Town, with some from suburbs such as Simonstown, Houtbay, Tableview and Llandudno. The learners have access to two computer centres, a half-size Olympic swimming pool, a large music centre, extensive school grounds, and a substantial library. Since very few of the learners are not first-language English there are no academic support programmes for second-language English speakers at present. A SMILE programme (St Mary's Interactive Learning Experience) is run with learners from Cape Town township schools, in which the learners from School B act as tutors.

The educational material that had been produced for School B was reworked between an initial contact with two Grade 10 Teachers at School C and a subsequent meeting on 1

February 2001. My reflections on both of the previous programmes and the suggestions of my supervisor were kept in mind during this process.

Clear aims and outcomes were set and the lessons (Appendix C) were structured around a few simple questions. The broad aim was that through the use of the lesson material the learners would discover how archaeologists used sources of information when they investigated the slave history of the eighteenth century Cape farm of Vergelegen. The outcomes were divided into two sections - knowledge and skills - and these were:

Through this lesson programme your learners will understand that:

- Archaeologists refer to a variety of sources of information during their work. The sources discussed are historical and artefactual.
- Every person / source consulted only presents part of the whole story about a past event. Personal biases affect accounts of past events.
- Personal biases and assumptions, on the part of the archaeologist, influence her understanding of past events.
- Archaeologists cannot know everything that happened in the past.

The skills your learners will develop:

- Critical thinking - the examination and comparison of different sources of information.
- Lateral thinking - working with, and studying, artefacts similar to those excavated at Vergelegen. The ability to imagine / project a whole object from the part / fragment that is provided.
- Interpersonal skills through co-operative / group work, and independent working skills. Archaeological work is both individual and co-operative. Specialists are drawn together to co-operate in creating an understanding of the past.

The central questions for the lessons were simple and the one for Lesson One was "Did the government of Mpumalanga really break the law?" This question leads the teacher and learner into investigating why it is possible that a government department could break its own laws, and further into a discussion of the types of sources that could be referred to in the answering of this question.

The teachers were shown the lesson material on 1 February and they said that they would look through it and provide feedback on the lesson structure and assessment methods. The programme ran for approximately two weeks between 6 and 19 February 2001 and all lessons were observed when possible. I contributed by teaching Lesson Six with artefacts from the Historical Archaeology Research Group's (HARG) teaching collections.

A student colleague conducted an interview with the two teachers from the school on 13 March 2001 and used questions that had been prepared to guide the discussion, which was recorded and transcribed (Appendix C). Six months after the completion of the project an informal discussion was held with the learners who had been involved. This was to gauge what they remembered and their responses were recorded on an A3 flipchart.

As a result of my observations of the classes in progress, Teacher 1's reflections on the programme (Appendix C) and the interview with both teachers after the completion of the programme, I learnt the following about the structure and content and of the educational material. The questions that I posed in the lesson material were too simple. Teacher 1 left out all my questions except for some of those in Sections 4 and 7. She said in the interview, "I didn't use the questions, I used them to prepare myself". The focus of Section 1 was an examination of a newspaper article on the subject of corruption in the Mpumalanga parliament. I had divided the article into a number of paragraphs, which I separated by questions. I structured the lesson around the learners each having a copy of the lesson pack and answering the questions individually or in groups. She however recreated the article, produced an overhead sheet of it, and asked her own questions. This led to a greater amount of group discussion. Instead of leading up to an advanced question as I had, she asked questions, such as the following, straight away:

Why do you think this source is important?

What sources do you think you could use to disprove this statement?

Can you trust this source?

What do you think of a newspaper article as a source of information?

What is the emotive language in this source?

In the interview, Teacher 1 mentioned that "I think the questions as they stand now are too simplistic for the level they're being taught ... I think the questions ... are fairly what, when, where, you know they are fairly straightforward identification questions". She

added that the questions that I produce for Section 1 did not encourage them to question the validity of the newspaper article. She also commented that in the future she would have put the lessons in a different order, she would have split them up and used them during the different sections she planned for the year's work. "I thought it was excellent resources but I would use them as separate units, like ... we tend to do a bit of a chronological thing from evolution, through early South African history so I would do ... the artefacts and when we do the VOC [Dutch East India Company period]... I would bring it that section and when I do slavery I would do Flora [the slave woman excavated at Vergelegen]". Earlier in her reflections, she noted "One problem I have with the material is that it seems rather disparate". Teacher 2 agreed with her and said that because the lesson pack consisted of a variety of sections one could have started anywhere. The sections did not link together adequately and there wasn't a sufficiently strong unifying theme.

From all three evaluation exercises it has become clear that Section 5 of the lessons "What can we learn about people from the rubbish that they throw away?" should be dropped. Few of the learners remembered to bring rubbish from home, and instead of following the suggested questions Teacher 2 ended up having a conversation with her class about which of the pieces would survive after being buried for 100 years. In the interview both teachers said they wouldn't use this lesson in the future and Teacher 1 added, "[the lesson] is not practical because ... they didn't bring their own rubbish ... plus some of them did that ... in Std. 6 ... I think I would restructure that and bring my own rubbish".

Teacher 1 also had problems with Sections 6 and 7. With regard to Section 6 she said that she had a problem with using the artefacts because they weren't the same ones excavated from Vergelegen, and so regarded the use of them as "a lie". "I think I am a purist, I wanted proper artefacts from the slave house, then we are talking about the slave house, otherwise we are talking about general artefacts [and] it is a different thing you know". She also had a problem with the use of the excavation and study of Flora as an example of slave life because she wasn't one of Van der Stel's slaves. I agree with Teacher 1 to a certain degree, however it was impossible to provide the real artefacts. The material that was provided was similar to the original ones, was of the same time period, and looked almost identical to that which had been excavated. The problem I encountered with Section 6 was that since I was the one teaching it I couldn't take notes of what was

happening, and it is difficult to remember exactly what happened after the fact. Despite what Teacher 1 said about the artefact lesson, I think that this one was one of the more successful lessons. Instead of asking the learners to read the questions and write down the answers, I divided them into groups and they had discussions. I think that they realised that their prior knowledge influenced the assumptions they made about the artefacts that they studied. After they had decided what the different artefacts were, they were given additional source material to look at. They began to understand that they had identified the artefacts incorrectly – a couple of groups thought that the broken pipe stems were beads.

Another issue raised by the teachers was that there were too few sources provided. For Section 7 all the information used in the lesson was gathered from one source – the slave burial. They regarded this as a limitation, “The Flora one I found a bit puzzling ... even the information we had about Flora was virtually inconclusive ... so there was nothing that you could really get to grips with (Teacher 1)”.

In summary, I think that the way I structured my lessons and the type of questions I asked did not do justice to the material that I had to work with. I think that it could be interesting and challenging for learners to think about and discuss the following problems that archaeologists face. Artefacts are fragmentary, representations of past events are varied, and the archaeologist’s bias influences the type of sources referred to and the final arguments. If the material were to be restructured, there should be one clear unifying theme, such as “what can we find out about a slave life?” or “who was Willem Adriaan van der Stel?” or “what can archaeologists learn from studying artefacts?”

Chapter 5: The assessment of learners' knowledge and skills.

The assessment of learners participating in an educational programme is essential because this is one of the ways that the researcher can determine whether the outcomes for the programme have been achieved. The following is a discussion of the assessment methods used at Schools A, B and C and reflections on their effectiveness.

School A

From the questionnaires (Appendix A) that the teachers at School A completed it is clear that they understood the aims of the programme to be a development of an understanding of archaeological methodology - "To reveal the processes of an archaeological dig to the children" - and knowledge of the history of the school and the surrounding area - "to highlight the history of the land on which [School A] was built, concentrating on the effect of the Group Areas Act". This understanding was in accordance with the proposed aims of the programme as discussed in the previous chapter. The problem encountered however was to assess whether the learners knew what the aims were and whether they achieved them or not.

The questionnaires (Appendix A) that the learners completed did not reveal this knowledge effectively. In response to "Do you feel you learnt anything that you didn't know before, and if so what?" the answers they gave were very vague and unenlightening, such as "tons of things from the worksheet. And how to dig" and "Well, we learned about our school and the certain famous people that stayed here in the past". In retrospect, I think that the questionnaires should have been followed up by interviews. I could then have asked the two learners quoted above what the "tons of things" and whom the "certain famous people" were that they learnt about. It would have been advisable to set exercises for the learners to complete, and they could have applied their acquired knowledge and skills to new problems.

School B

The knowledge of the inadequacy of questionnaires as a means of assessment was used in the design of assessment exercises for School B. A selection of learners at this school was asked to complete Personal Meaning Maps (PMMs) (Appendix B) before the programme commenced. Detailed suggestions for assessment with accompanying criteria were attached to the lesson packs for the teachers to use.

Twenty-eight learners were asked to complete Personal Meaning Maps at School B and to write down both their knowledge and opinions on the topics of history and slavery. The data collected was divided into phrases or keywords under two headings - knowledge and opinions. The frequency (F) with which each phrase or keyword was used was recorded. The data was arranged according to those phrases or keywords that were used the most frequently. The data collected for School B can be found Tables 1.1, 1.2, 2.1, 2.2 and Appendix B.

Nineteen learners understood that history deals with past events and past people, and eleven indicated that there was a link between the present and the past and that "history is always happening". Seventeen mentioned family trees and how these were created through the use of oral history and that these provided information about ancestors and "where we come from". Most of the learners at School B tended to divide history into sections such as colonisation, the Khoi khoi and the San, wars, apartheid and the group areas act, the development of technology, Christopher Columbus and Marco Polo

On the topic of slavery, fifteen learners mentioned that slaves worked hard without getting paid and most emphasised the poor treatment of slaves such as them being sold and owned, tortured, hanged, that "families were torn apart" and that they didn't wear shoes. Four mentioned the slave lodge in Cape Town. None of the learners completing the PMMs demonstrated that they knew what happened to slaves after they were emancipated and that some South Africans have slaves as ancestors.

Table 1.1 Personal Meaning Maps: Phrases and keywords used by the learners at School B to express their knowledge of the subject of history. F – Frequency

History - Knowledge	F
History deals with the past. What happened, how people lived	19
Family trees – oral history, knowing where we come from, personal diaries	18
Colonisation – The British and the Dutch taking over South Africa and becoming rich at the expense of the poor	14
The Khoi Khoi and the San – how they lived, what they ate, what they looked like	12
There is a link between the present and the past. History is always happening	11
Development of technology – telephone (Alexander Graham Bell), the stove	8
Wars	7
Archaeologists dig up things to find out what happened in the past.	4
Apartheid and the Group Areas Act	4
Historical places and buildings – the museum, the Slave Lodge, the Castle	4
There is no link between the present and the past. What happened in the past is different to what is happening now.	4
Dates and events	4
Discovery – Christopher Columbus. He drew maps	4
Long time ago	3
Important people	3
Dinosaurs – extinction	3
Science and Geography help us to understand the past too	1
Historians are different to archaeologists	1
1994 Elections – Nelson Mandela and De Klerk	1
Mbeki is a good president because he gives people houses	1
Future	1
What road names mean	1
Some people still live the way they used to in the past	1
Egyptians – Nile River and Papyrus	1

Table 1.2 Personal Meaning Maps: Phrases and keywords used by the learners at School B to express their opinions of the subject of history. F – Frequency

History - Opinion	F
We can learn from the past – it helps us now	8
Interesting and exciting	8
History is boring because the teachers dwells on the past / she repeats herself	6
It is important to understand the past	1
What happened in the past is wrong	1
It brings back painful as well as good memories	1
Enjoyed doing the family tree – could speak freely / know where I come from	1
Use your imagination – picture past people and events	1
Stories are fascinating	1
Why should we learn it? Why is it so important?	1
Enjoy it a lot	1

Table 2.1 Personal Meaning Maps: Phrases and keywords used by the learners at School B to express their knowledge on the subject of slavery. F – Frequency

Slavery - Knowledge	F
Workers. Work hard without getting paid	15
Whites enslaved blacks	10
Selling of people, owning of people	10
They treated them badly, they hanged them. They tortured them. Dark dungeons	8
The British and Dutch came and took people from South Africa away to do their work in Britain. Colonists came and took people away to different countries.	8
Didn't treat them well if they didn't work	7
Families torn apart	6
They didn't wear shoes – only rich people could wear shoes. They had no shoes and this showed that they were slaves	6
Slaves came from different parts of Africa	6
Children were enslaved from 12 years old. Children of slaves belonged to their owners	5
Male slaves worked in the fields. Female slaves worked in the house. Slaves had to keep the houses clean	4
The colonists took the Khoi Khoi into slavery. The Khoi Khoi lived in the desert without food.	3
We work for money and buy food in shops these days	

Table 2.1 continued

Slavery - Knowledge	F
Slaves were taken from Africa to America. The Spanish and Portuguese took slaves.	3
Slave Lodge	3
In Cape Town slaves were used to transport meat and vegetables onto ships. Slaves had to carry things	2
Jan van Riebeeck brought the slaves to the Cape	2
Apartheid. Slavery is one of the reasons why we have conflict between our races, black versus white, coloureds versus Muslims and this all because of slavery.	2
Slaves came from Britain, Asia, America	2
Slavery took place then, a long time ago and doesn't anymore	2
Started centuries ago but still goes on in some places	2
No rights	2
Khoi and San were normal people, they weren't slaves	2
Slaves bring sickness to the countries they are taken to and by the time doctors get to them they have died already	1
The slaves lived in the Slave Lodge	1
Some slaves played instruments	1
Difficult life	1
Slaves transported on boats. No room	1
Lived in houses made from straw	1
After the slaves were freed many died	1
After the slaves were freed I don't know where they went	1
Some slaves went back to their families and told them their experiences	1
Lived in bad conditions and it was very unhealthy	1
The slaves with knowledge were used to teach the other slaves	1
After slavery when the slaves were freed they celebrated. They flew the British flag. They had to work for another four years in Cape Town. The tree that the slaves used to sit under was cut down.	1
When slaves were freed they got their own rights but stayed where they were.	1
Slaves were kept in chains	1

Table 2.2 Personal Meaning Maps: Phrases and keywords used by the learners at School B to express their opinions of the subject of slavery. F – Frequency

Slavery - Opinion	F
Wouldn't want to tell people if her ancestors were slaves because other people will think that it is something to be ashamed of / they would make fun of you.	11
Wrong, bad, cruel, horrible, sad	9
Very sad – why did people treat them like that? Pain	6
People treated like animals – bad because both black and white people should be free. No person is better than another. All people are the same	5
Would feel hurt because my ancestors would have been treated like a nobody. I will have no respect and will be treated like rubbish [if people found out that I had slave ancestors]	2
Discrimination	2
A slave ancestor can be a role model – she had to fight for her rights	1
I would feel bad [if my ancestors were slaves] for my grandmother and mother because she wouldn't have been there for my mother.	1
It is very cruel; how they beat them and raped the women and that's how we came into the world – the coloureds	1
It is not nice because they made them lie in the boats together and eat their own vomit	1
Racism	1
Unjust – why didn't they use their own people?	1
Things must come out [slavery] because they will help us change things	1
It wasn't right. It was their land and people just took it away.	1
I would tell people if I had slaves as ancestors so they would know where I came from	1
I don't like white people only some	1
People are still servants today but I don't like it	1

From this assessment method it became clear that the learners at School B tended to divide people into categories and time into periods or “past events” with different people being associated with different time periods. Khoi khoi and Bushmen were associated with prehistory, slaves and colonists with colonisation, and Nelson Mandela and F.W. de Klerk with the present. They understood that there are connections between the present and the past but these connections were because as eleven replied “history is always happening”, not because there are descendants of hunter-gatherers or slaves living today. However despite this linear understanding of history, they did show that there is a connection

between the history that they study in the classroom and their own lives through discussions of the family trees that they had been asked to complete earlier in the year. One learner mentioned that he thought “history is important because it tells us where we come from”.

Their understanding of history was probably a result of the teaching methods that their teachers use. Even though it was only possible to use PMMs before the programme at School B the exercise demonstrated that this method of assessment is an improvement on the questionnaires used at School A because I am able to discuss their understanding of the subjects slavery and history. However, the learners who completed the PMMs were selected by their teachers. The teachers criteria for selection are unknown, this sample is therefore not necessarily representative of the learners in Grade 8 at School B. Approximately 40% of the learners who completed the exercise were Afrikaans speaking, so their answers and explanations were therefore in Afrikaans. Since the learners were asked to explain the keywords that they wrote down, two Afrikaans speaking student assistants were employed in order to make sure the learners' opinions and knowledge were clearly understood. However, the data has been analysed by a second-language Afrikaans speaker, and it is possible that some keywords or thoughts have not been understood fully. It is also possible that negative racial perceptions of white people (the researcher) influenced the learners' willingness to participate in the programme.

The teachers did not use the assessment suggestions (See Appendix B for the curriculum materials and assessment suggestions) that were provided. This was probably due to these exercises being overly detailed, though they were appropriate for outcomes-based education. For each assignment the assessment criteria were provided under the heading “How could [this assignment e.g. Assignment 1] be assessed?” The outcomes and suggestions for assessment for Lesson 1 were,

“The learners will be able to:

Find two examples of archaeology in the media.

Describe what the archaeologists were studying in each of the examples they chose, and how and when it came to be there.

Explain what they think archaeology is.

You may want to formally assess their answers with reference to the following guidelines:

Poor	They did not do the assignment because they did not understand the questions, and they did not attempt to understand them. Or they guessed the answers to the questions without paying any attention to what was required.
Average	They did the assignment. They understood and answered the questions but they did not discuss the answers as required.
Good	They did the assignment. They understood and answered the questions, and they discussed the answers in sufficient detail.
Very Good	They did the assignment. They understood and answered the questions; they discussed the answers and provided more detail than required, which was still relevant to the topic.

School C

During the interview at School C (Appendix C) Teacher 1 indicated that she understood the aims of the programme to be the development of a critical understanding of sources of information and the ability to discuss the bias in sources, and whether “they could trust a source or not ... [and] what the problems [are] with sources.” She also mentioned that the learners were to understand their own learning process, practical work of archaeology and the moral dilemmas that archaeologists face. Teacher 2 added that the learners “realised that it is not the object that holds the bias, it’s actually the archaeologist”. The teachers therefore only mentioned outcomes one, two, three and five of the programme (See the curriculum materials in Appendix C for the outcomes). The outcomes of the programme were:

Through this lesson programme your learner will understand that

1. Archaeologists refer to a variety of sources of information during their work. The sources discussed are historical and artefactual.
2. Every person / source consulted only presents part of the whole story about a past event. Personal biases affect accounts of past events.
3. Personal biases and assumptions, on the part of the archaeologist, influence her understanding of past events.
4. Archaeologists cannot know everything that happened in the past.

The skills your learners will develop:

5. Critical thinking – the examination and comparison of different sources of information.
6. Lateral thinking – working with, and studying, artefacts similar to those excavated at Vergelegen. The ability to imagine / project a whole object from the part / fragment that is provided.
7. Interpersonal skills through co-operative / group work, and independent working skills. Archaeological work is both individual and co-operative. Specialists are drawn together to co-operate in creating an understanding of the past.

PMMs (Figure 3 and Appendix C) were used to assess the learners' knowledge before and after their participation in the programme at School C. They were constructed and analysed in the same way that they had been for School B. See Tables 3.1 and 3.2 and Appendix C for the data collected at this school.

When asked to describe what they learnt in history before the programme, most of the learners at School C wrote that it involves the study of the past and “the way life began”. It is full of important events that are relevant today such as apartheid, World Wars One and Two and the Great Trek. They also mentioned fossils, evolution and that history is about “the way people lived before us”. Unlike the learners from School B there were only 8 phrases or keywords given to indicate that they thought history involved dates or time periods. There were five mentions of artefacts and the sense that archaeologists are involved in a discovery of artefacts and evidence. There were sixteen occasions when sources were mentioned. They wrote about types of sources – primary and secondary, and that stories, oral [histories], maps, newspapers, textbooks, pictures and artefacts, which is “anything you dig up” are all sources. There were two mentions that sources are biased and “not always true or reliable”.

On the subject of slavery most of the learners spoke about where slaves came from, and they mentioned slavery at the Cape as well as transatlantic slavery. They wrote that slaves “were abused and mistreated in many ways”. Sixteen to Seventeen mentioned that slaves “could be traded” and “were sold to work for people” and that “they did any kind of work that needed doing”. Slaves were also poor, not paid and did not have any rights. Five

mentioned that they didn't know what happened to slaves after emancipation and one girl mentioned "we have some connection with slaves, our ancestors could have been slaves". Teacher 1 in her reflections on the programme commented that she was not surprised by this "gap in their knowledge" because "they have never learnt about slavery. All they have done is Apartheid".

After the programme was complete the learners were again asked to complete the PMMs but their answers weren't nearly as detailed or interesting as when they first undertook the exercise. The most frequently mentioned subject was evolution followed by World War One and Two. There were seven mentions of archaeology, and one learner said that she had visited the West Coast Fossil Park in Langebaan when she was in standard three. Half of the learners wrote about the slaves that Willem Adriaan van der Stel owned and that the slave burial that they studied, whom archaeologists named Flora, had worked at Vergelegen and had developed arthritis as a result. They emphasised that while van der Stel had lived in a large house, "the slave house was very small". Few indicated that they knew where slaves came from but did mention India, Indonesia and East Africa.

Approximately a third of the learners mentioned the lesson that involved studying artefacts that were similar to those excavated in the slave house at Vergelegen. They expressed their opinions about this lesson that included "it would be nice to go to an archaeological site", "I think it is interesting to find out information about people by analysing their bones or teeth", "artefacts are difficult to identify" and "I want to do more practical work like looking through animal bones".

Table 3.1 Personal Meaning Maps: Phrases and keywords used by the learners at School C to express their knowledge of the subject of history before and after the programme. F – Frequency

History - knowledge. Before	F	History - knowledge. After	F
important events that are relevant - wars, battles, strikes, marches, WW1, WW2; dates – wars, events – apartheid, Events that effect our lives today (apartheid) – black people can go where they want now; effect – how apartheid has changed SA, D6, Great Trek, Gold mining	31	evolution - Adam and Eve, evolution I believe in it rather than the bible; how the first humans evolved - they originated in Africa	9
Past; learning about things from the past; background, times gone by; yesterday; everything before us that's happened; past events, long ago, the past - origins; about the past; helps us to find out where cultures and religions originate; the way life began, a pathway to the past, connection between the past and the present, what happened in the past, there is a relation between the past and the present, shape our future	26	WW 1 and 2	7
sources; primary, secondary, tertiary, evidence - sources, Sources - stories, oral visual; Sources - maps e.g. of the slave trade, books, artefacts - anything you dig up, photos; interviews, newspapers, bias; diaries; textbooks and pictures - answer questions, evidence of history can be found from sources e.g. San and khoi	16	archaeology; we went to Langebaan with our teachers in Std 3, archaeology - amazing to find old things, I only like actual digging and stuff	7

Table 3.1 continued

History - knowledge. Before	F	History - knowledge. After	F
Fossils; Find things that tell us about the past e.g. fossils and bones; Fossil that was found and can tell us how people looked in the past - skulls; artefacts and fossils; fossils, dates - evolution and animals, fossils, what people think of us from our remains, what is left, old stuff, old remains	11	Kosovo; Kosovo - current affairs	5
the way people lived before us ; studies people's way of life way back - how people lived; People; people not just dates; People - different events; people, places; what people were like, about people long ago and the countries they lived in	9	Egypt	5
bible vs. evolution, the bible is symbolic; evolution; apes - evolution, development of humans over time - evolution, how we will evolve more, Evolution is true better than Adam and Eve, environment - evolution	9	Russian revolution	3
Stories about famous peoples lives - Elizabeth 1; stories - different aspects and opinions; story from present to past, Different people feature in history e.g. Hitler, powerful people e.g. Mao Tse Tung, leaders	8	mixed farming	3
Dates every event has a date; timelines and dates; time, dates very relevant; BC/ AD	8	impressionism - art	3
present; present - Kosovo	6	debates	2
revolutions French, Chinese	6	learnt from peoples mistakes	2
sometimes people learn from their mistakes, people in history often made mistakes we can learn from them, learn from past mistakes - wars atomic bomb	5	settlement	2

Table 3.1 continued

History - knowledge. Before	F	History - knowledge. After	F
working out happenings by looking at evidence; evidence such as artefacts, puzzle - different facts; discovery, bones - once wanted to be an archaeologist, archaeology	6	middle ages	2
inequality - struggle; differences - racism; fighting; conflict	4	French revolution	1
sometimes we don't learn from our mistakes, sometimes we do	4	Africa	1
Monarchies - Kings and Queens of England, Russian Revolution	3	slavery	1
ancient civilisations, empires, roman empire	3	ancient civilisations	1
history repeats itself	2	how to analyse objects, distinguish bias - bones, nails; how to analyse things	1
our life is based on past history, understand where you are coming from	2	treatment of slaves	1
tells us about our ancestors; family	2	slavery	1
empowerment - women empower themselves; women	2	Chinese revolution;	1
South Africa, little bit of current affairs	2	Bias - different points of view. There isn't just one side of the story	1
suffering - concentration camps; Bad things have happened e.g. slaves	2	skills - how to do group work	1
Good things have happened e.g. rights; Good things	2	van der Stel	1
Opinions - pictures, verbal, visual - The people of D6 vs. the Government, Hitler vs. the UK; peoples viewpoints on events	2	farms	1
Not always true / unreliable; Not always accurate - bias.	2	colonisation of the Cape - trade	1
helps prevent further damage (past mistakes) know when to stop – agreements; learn about mistakes e.g. wars and genocide so that we don't repeat them	2	Jews	1
connection between the past and the present	2	relevance	1
museums - waterfront; SACHM	2	roman and Greek history	1

Table 3.1 continued

History - knowledge. Before	F	History - knowledge. After	F
Dutch people came and used Cape Town as a harbour, British and Dutch colonies	2	history repeats itself	1
big story	2	current affairs	1
history has taught us a lot about the past	2	can never know stuff for sure	1
leaders	1	things we had to identify	1
classes	1	Lots of guessing involved - information sometimes has bias and doesn't represent everyone. Not always accurate	1
the way people, animals, plants co-existed	1		
plagues - disease	1		
killings	1		
seeing how people used to live their lives and put yourself in their shoes	1		
bombs	1		
survival	1		
important to find out how history influenced the world today	1		
affects people's lives	1		
supposed to learn from their mistakes	1		
Result - i.e. today and how we are is a result of our history - what happened influences where we are now	1		
Not only battles and wars but also lives of men and women, civilisations e.g. Egypt, Social interactions e.g. racism	1		
world	1		
medieval times	1		

Table 3.2 Personal Meaning Maps: Phrases and keywords used by the learners at School C to express their opinions on the subject of history. F – Frequency

History - opinion. Before	F	History - opinion. After	F
Interesting e.g. WW2; I enjoy learning about the past	3	class discussion; I enjoy class discussion; prefer class discussions to lessons because it is interesting to listen to other people's opinions	7
favourite subject because it is about people; love history; interesting - humans; interesting	3	Khoi khoi and San - interesting to know about their way of life	3
south African apartheid - boring way presented; SA history - boring; wars and SA history is boring	3	Hitler - fascinating; Hitler	3
we don't learn from our mistakes	3	enjoyed talking about corruption; corruption is not new news I loved the section on corruption	2
I find it enjoyable but it can be boring; can be boring	2	I enjoyed most of the lessons where we looked through the old artefacts and finding out what they (slaves) did and used; enjoyed looking at artefacts - fun theories	2
European history is interesting; interested in the Russian revolution and European revolution	2	sorting artefacts is the most interesting - guessing what they were; don't always assume things about artefacts	2
I liked Russian history and the tsar's family	1	dislike writing essays ; dislike exercises and taking notes	2
I like German history and recent history	1		1
history in itself is an enjoyable subject	1	I enjoy figuring out and putting the pieces together	1
I am interested in evolution, is it true or not?	1	I enjoyed looking at sources - looking at both sides of the story and forming your own opinion	1
videos are interesting	1	sources - yukky, have done them in the past	1
dates - boring; Dates aren't interesting	1	Favourite parts of history: mediaeval times, renaissance, Russian revolution	1

Table 3.2 continued

History - opinion. Before	F	History - opinion. After	F
exciting	1	SA history and Chinese revolution are boring	1
enjoyable	1	don't like writing down from overheads	1
Wwars and revolutions - interesting and enjoyable because there are group discussions and debates	1	do not like writing notes in class	1
fascinating	1	love lateral thinking	1
informative	1	social talk more than for work	1
overwhelming at times	1	long time for homework	1
useful socially more than for work	1		1
prefer not SA history but understand it needs to be understood	1	if we made a time capsule, what would be left after 100 years	1
important for me to know about the world to understand it more	1	when you are in the classroom you feel the teachers are on the high level and that no-one really respects you	1
creative and personal - posters, expression, empathy	1	Chinese revolution - boring	1
Events WW1, WW2. This is boring. Apartheid revolutions	1	Go on outings - makes one more interested	1
		look at more things rather than just read	1
		politics - my brother is a politician	1

As part of completing the PMMs they were also asked to express their opinions on both the subjects of history and slavery. Their responses before and after the programme give some insight into the kinds of lessons and the subjects they found the most interesting and stimulating. One girl mentioned “I hate South African history”, another expanded on similar comment by writing “I have done it so many times that I am not sure I want to do it again this year”. Two other girls wrote that they found dates and events like World War One and Two boring. Some expanded on the comments that they found the artefact lessons interesting because they “liked guessing what things were”. One girl mentioned that she liked looking at the rubbish she brought from her home and “speculating whether people in 100 years time would recognise it”. Three mentioned that they liked writing the essay in which they had to be Flora and “imagine that I am in [her] shoes”. Approximately a third wrote that they enjoyed discussing questions and problems with their classmates and that “it is interesting to listen to other people’s opinions”.

PMMs were a useful way of collecting information about the learners’ understandings and opinions on the topic of slavery and history. They did mention that history involves the study of past people and how the past influences the present. However there are problems with using PMMs to assess the knowledge and skills that the learners developed during the programme. They did not want to do the same exercise twice as they did not see the point of doing so; this probably accounts for the apparent decrease in their knowledge after the programme. One learner in her assessment of the course wrote that she objected to being used as a “guineapig” and being required to complete the exercise. They also discussed their answers with their friends despite being requested that they do not do so. The data collected is therefore a general description of their knowledge as a class.

The teachers set three assessment exercises for the learners to complete. The results of only one of these assessments will be discussed because the others do not provide data. These results can be interpreted to determine whether or not the outcomes of the programme had been achieved. Twenty-three learners completed an essay in which they had to assess the programme and write about what they had learnt. With regard to outcome one, only one learner mentioned that archaeologists study “other people’s rubbish”.

It is possible to conclude that the learners achieved outcome two (every person / source consulted only presents part of the whole story of a past event. Personal biases affect accounts of past events) and three (personal biases and assumptions on the part of the archaeologist, influence her understanding of past events). In their assessments of the course, they wrote how they had learnt how to assess and ask questions about sources of information – “without asking who, what, where and how and why something happened, we have no way of telling about things that happened in the past”. They realised that sources are biased, there are similarities and differences between them, and that it is important to think about the person producing a source. One learner mentioned how Willem Adriaan van der Stel produced sources that were biased and reflected his point of view. A couple of girls mentioned the problem of making assumptions when studying sources including newspaper articles and artefacts. One wrote that “I also feel that I have learnt that you must not assume things straight away and that you must always try to look at a variety of sources on a subject or you might get a very one sided view”. Another mentioned, “through artefacts you can discover the lifestyle of those it used to belong to ... but there is the possibility of making mistakes or errors by making assumptions of an object you cannot identify”.

With regard to outcome four (archaeologists cannot know everything that happened in the past), only one girl indicated that archaeologists cannot know everything that happened in the past – “because the slaves were uneducated and illiterate, we have no evidence about how life on the farm really was. We are forced to use the evidence and artefacts that we have, and put together a possible scenario”.

It was difficult to determine what skills the learners developed through using this assessment method. However, it is possible from their answers to conclude that they had begun to develop the skills mentioned in outcomes five, six and seven. They had begun to ask questions of their own and reflect on the sources that they used, “when discussing Flora ... it was fun thinking what could have happened to her. Why was she in a grave? And what did she feel?” Another wrote that through “the exercise we did on the body in the slave house really got me to think. I learned not to jump to conclusions”.

The majority of the learners enjoyed the practical exercise with the artefacts. They wrote that they learned to use their imagination and think about what objects the fragments of

artefacts were once part of. They realised that they were liable to make assumptions about artefacts that they need to refer to pictures and other sources to test whether their assumptions were correct. One girl wrote, “learning to classify artefacts brought out my more imaginative side, due to having to try and picture in my mind what broken objects originally were. When one object was particularly obscure, I soon came to the conclusion that I would have to check the surrounding evidence. When the proper identity of the article had been given, it was fun to see if your assumptions were correct”. Another wrote, “I really enjoyed trying to identify the slaves rubbish. Some of the objects were confusing and you had to think laterally. It helped me to realise how hard an archaeologist’s job must be”.

Ten of the learners who completed the exercise commented that they enjoyed having class discussions because “it was nice listening to everyone’s different points of view”. One girl mentioned that another person’s point of view could be useful when trying to understand what happened in a past event. Another learner mentioned that “through interaction with others, understand their opinions and point of view, considering the other sides of a story, while keeping an open and unprejudiced mind and attitude, you can learn more”. However because Teacher 1 emphasised class discussions and group work, none of the learners’ answers indicated that they had begun to learn independent working skills.

In summary, the learners at School C learnt that archaeologists use a range of sources of information during their work and that all sources are biased in some way. They learnt to critically examine and ask questions about the sources that they were given during their lessons. They realised that their own biases and assumptions influence the conclusions that they draw about sources and that listening to other people’s points of view helps to understand what happened in the past. They enjoyed class discussions for this reason. They did not adequately indicate that archaeologists make assumptions, and that they cannot know exactly what happened in the past.

The skills they had begun to develop were hard to assess through the methods used. PMMs are useful when trying to gauge the overall knowledge of a class of learners but not the particular knowledge of an individual. This is because the learners at School C tended to copy each other’s answers and were unwilling to do the exercise twice. The assessment essay was more successful, but an exercise focusing solely on skills assessment should

have been designed. During the interview both teachers expressed their opinions on what skills they thought their learners had developed. Teacher 2 thought that her learners had achieved the outcomes set. However Teacher 1 disagreed and said that it is difficult to determine whether they had developed the skills mentioned in outcomes five, six and seven because the programme was so short. She said that the learners were only being introduced to these skills for the first time, “I think that you can’t assess that yet because a lot of the stuff that went on was the first time that the kids thought about things, like personal bias”. She continued by saying that the learners found it difficult to apply their new knowledge and skills to a different situation. She did mention however that they had learnt to listen to their classmates and to empathetic with regards to slaves. Teacher 2 said that her learners found it easier to express their opinions on the subject verbally rather than in a written form. Teacher 1 concluded “in terms of assessing academic skills there is still limitations and it is because it’s new, they are still developing it”.

Neither Teacher 1 nor Teacher 2 was satisfied with the assessment of their pupils’ learning. Teacher 2 mentioned that her lack of knowledge of the subject matter made the development of assessments hard, “with the Flora [lesson] I did feel a bit hesitant about it because I realised that we didn’t really go into enough detail [during class] and assessing material is always much easier when you have done it already so you sort of know the kinds of things you were gonna talk about”. Teacher 1 agreed and said that it would have been useful to have had “a couple of other primary sources so you could put together some kind of source based test”. The weakness of the material according to her is that to produce material for outcomes-based education is to know how one is going to assess it, and that there weren’t sufficient sources and suggestions provided in the lesson pack.

From the informal discussion with the learners at School C I learned the following. They mentioned that they had learnt about Vergelegen through examining different sources of information and that they had discussed the different opinions of the freeburghers and Willem Adriaan van der Stel. They talked about the slaves that Van der Stel had owned and that he had lived in a large house whereas there “were lots of slaves living in a small place”. They remembered the slave woman called Flora whom archaeologists had excavated from underneath the slave lodge. They knew that archaeologists excavate artefacts and that they refer to a variety of sources of information during their work such as

oral histories and written sources. They continued and said that sources are often one-sided and subjective.

The said that they had enjoyed the artefact lesson because they were given pictures and other sources to help hem identify the artefacts and that they could come to their own conclusions about them. They also enjoyed discussions and “brain storm[ing] to get more opinions”. Lastly they said that they could draw connections between what they had learnt during the programme and their other school work because “slavery pops up everywhere”. They had used sources such as diaries, letters and bar graphs of bread prices to understand the French Revolution. They concluded by creating connections between what they had learnt about biased sources of information during the programme that I ran and the other work they covered in school. They mentioned that there had been a variety of interpretations of the remains of the African city of Great Zimbabwe, with some writers expressing the opinion that Africans weren’t capable of building it.

University of Cape Town

Chapter 6: Factors that influence the management of archaeology education programmes in general and the development of curriculum materials specifically.

This chapter addresses issues that have arisen as a result of the researchers organisation and running of three archaeology education programmes at three Cape Town schools. Insights were gained into the structure of lessons, the assessment of learners' knowledge and skills, the evaluation of the programmes in general and the development of collaboratory relationships with the teachers involved in the research process. It will be concluded that teachers need sufficient guidance from the archaeologist in order for them to use archaeology curriculum materials in their classrooms.

The development of curriculum materials

Curriculum materials produced in a similar manner to those used at Schools A, B and C should have a central theme that creates connections between all the sections. In response to "What are your views on the organisation of the project? Would you have done anything differently?" Teacher 1 at School C replied that the programme was disjointed. Both teachers from School C also mentioned that they would be willing to use the material in the future but "in separate units". This would mean for example, that Sections Two and Three, which cover the dispute between Willem Adriaan van der Stel and the freeburghers, would be used when they studied the Dutch East India Company. They would also then use Sections Six and Seven, which cover the slaves who worked at Vergelegen, when they covered slavery in class. They suggested this division because they didn't think that there was a common thread that ran through all the sections.

A possible reason for this sense of the lessons being disjointed and lacking a central theme could be because Teacher 1 changed the format of the lessons – she left out all the questions in all the sections, except Four and Seven. This meant that the outcomes set for each lesson and the broad aim for the entire programme were partially ignored. The broad aim was "Through the use of this lesson material your learners will discover how archaeologists used sources of information when they investigated the slave history of the eighteenth century Cape far, of Vergelegen".

The reason for her changing the lesson format was because as she remarked in the interview, "the questions as they stand now are too simplistic". Instead she asked her learners challenging questions such as, "Why do you think this source is important?" and "What do you think of a newspaper as a source of information?" Therefore the lessons that Teacher 1 taught only focussed on the critique and uses of sources of information, rather than on archaeological research into the past, which involves the use of a variety of sources and which was the broad aim of the programme. As a result the discipline of archaeology was only mentioned in connection with the sources of information that it produces.

Within the lesson pack, each section needs to have its own guiding question. For example Section One's question is "Did the Mpumalanga government really break the law?" The teachers and learners then knew that the section revolved around using a variety of sources to find out whether it was possible that a provincial government could break its own laws. Archaeologists Wright and Mazel (1990a, 1990b) and Esterhuysen (1999) also used clear questions and statements around which they structured their lesson material. Wright and Mazel (1990 a) use an example of a bush accident to explore how past events can be investigated through reference to a variety of sources of information. They end the first part of the series by writing, "How can we find out more about the past? If we try to find out more about the bush crash, maybe it will help us find answers to this question" (Wright and Mazel 1990a: 2). Esterhuysen (1999) who produced educational material on the archaeological site of Thulamela, for the Kruger National Park, structured her lessons around questions or simple statements such as: "What do archaeologists do?" and "How do archaeologists work things out?" These three authors also use images such as a crashed bus, archaeologists excavating a site, and a reconstruction of Thulamela, to support their material.

The curriculum materials need to be produced for the grade for which they will be taught. The learners at School A found the worksheets confusing. It is possible that they did not understand what they were being asked because the questions weren't pitched at the right level. As mentioned, Teacher 1 at School C found the questions provided "too simplistic". An educational editor, who will provide feedback on this subject, is therefore important during the production of the materials. It would be useful if the teachers, at the school

where the materials are going to be trialed, are willing to contribute because they know their classes well, and therefore the appropriate questions to ask.

Curriculum materials need to include a variety of sources. In the interview after the programme at School C, Teacher 1 said that because only a few sources were used in the production of Sections One and Two this meant that “the complexity of the issue[s]” being discussed was not captured. Teacher 2 expanded on this by saying “I think one needs to try and get a variety of sources ... perhaps to make it a bit more challenging” for the learners.

Artefacts are an interesting and exciting addition to education programmes. The lesson taught at School C that included archaeological artefacts was the one lesson that the teachers did not teach because of their lack of archaeological knowledge. The following are three quotes from the assessment essays written by the learners from School C:

“Through the artefacts you can discover the lifestyle of those it used to belong to by using all the information we have gathered to build a picture or story of the past. But there is the possibility of making mistakes or errors of an object you cannot identify”.

“When we were looking and dealing with remains, a certain amount of logical imagination was required to solve the mystery of object's history. Once a suitable presumption had been reached, we had to research a little bit further to test it. If a presumption is proved wrong, we've got to establish what misled us. Making wrong presumptions is all right because it just extends your knowledge and insures that you are finding more about the truth.”

“Learning to classify artefacts brought out my more imaginative side, due to having to try and picture in my mind what broken objects originally were. When one object was particularly obscure, I soon came to the conclusion that I would have to check the surrounding evidence. When the proper identity of the article had been given, it was fun to see if your assumptions had been correct.”

The learners from School C enjoyed working with the artefacts because they could imagine what objects the fragments were once part of, what they had once been used for, and who had used them. They also realised that artefacts provide evidence about the past and that personal biases can result in one making false assumptions about them. Archaeology is about the study of past people and what they left behind, and through their participation in the artefact lesson, the learners at this school began to think about this.

When reflecting on the use of artefacts Teacher 2 mentioned that using the artefacts “made [her] think of how important objects are because they are probably the sources [of information] that you think of least”. Teacher 1 added that the benefit of using artefacts in a lesson is that the learners are willing to accept that there aren’t right or wrong answers when studying sources but rather a variety of interpretations of what they were used for.

It is important that the materials are integrated into the curriculum of the school, which will be using them. This is important because then the teachers will then regard the materials as sources that can be used to develop their learners’ knowledge and skills. It also means that the teachers will become partners in the process of curriculum materials development rather than participants whom the researcher decides to include. At School A even though the materials were produced on a subject that the teachers requested, being the history of the school and the land surrounding it, the materials were not integrated into the Grade 6 curriculum. The teachers also did not participate in the production of the materials or the organisation of the programme. This meant that they were excluded from the programme and one teacher mentioned that even though the chance to participate in such programmes should be taken, the programme disrupted her routine and the discipline, which is necessary in a school environment.

At School C, the materials weren’t integrated into the curriculum as much as they should have been. The researcher decided that the materials that had been produced on slavery for School B should be reworked but unfortunately the teachers at School C had not covered this subject with their learners at the time of the programme. This meant that the learners did not have a general understanding of slavery that they might have had prior to the programme. As a result as Teacher 1 remarked “the kids had no knowledge of the VOC, or of slavery or of any South African history at all, so I am not sure how much content got conveyed”.

Therefore it can be concluded that the assumption that was made at the beginning of this research project that the teachers should be able to use curriculum materials produced for an archaeological programme without the intervention of an archaeologist is false. The teachers understood the knowledge that was to be conveyed through the use of the materials but did not fully understand the archaeological context in which it was produced. At School A when asked if they would be willing to become involved in producing curriculum materials and organising educational programmes in the future, one of the teachers responded by saying that she wouldn't because it wasn't an area that she felt confident in. Another mentioned that if teachers are supported in the process then it might be possible. The teachers tended to use artefacts and the other sources provided as a means for developing their school subject of history rather than to convey the research methods of archaeology. This however was due to the lack of sufficient guidance on the part of the researcher in that the broad aim of the programme wasn't clear enough and the questions weren't pitched at the right level. Providing the teachers with some background information on the discipline of archaeology would be appropriate in the future.

Assessment of the learners knowledge and skills

It is important for the curriculum materials to have clear outcomes because this will determine what assessment methods are used. If the aim is to test what knowledge the learners have developed then assessments similar to those used during the programmes at Schools A, B or C would be appropriate. If the development of skills is to be tested then a source-based test as suggested by Teacher 1 from School C might be used. Teacher 1 however was critical that the learners could have developed any skills at all during the short duration of the programme and was of the opinion that it would be more appropriate to track the learners' progress over a longer period of time.

Personal Meaning Maps (PMMs) were originally used by Falk et al (1998) to assess learning in a museum environment but were not an effective way to assess the learners knowledge at Schools B and C. The data collected the first time they were used at Schools B and C was very detailed. It was possible to form a clear understanding of the breadth of their knowledge of the subjects of history and slavery. However, the learners at School C tended to copy from each other when they weren't sure about what was required of them,

despite being asked not to do so. The data collected therefore describes their collective knowledge. Their knowledge appears to have decreased as a result of their participation in the programme but this is probably due to them not understanding the point of completing the exercise twice and therefore being unwilling to do so. One learner at School C objected to filling in the PMMs because she felt that she was being treated like “a guineapig” on which hypotheses were tested.

The teachers at School B were provided with suggestions for how they could assess their learners but they did not use them. This was probably due to these suggestions being too detailed. As a result a few paragraphs on assessment were provided for School C, but these proved to be too brief. The teachers at School C did decide on three methods of assessment. Two of these methods however did not effectively test whether the learners had achieved the outcomes of the programme. The first was the learners having to produce a diary of a slave woman, which only tested their creative writing skills. Teacher 1 commented in the interview that this essay “was a bit of an unfair assessment because it didn't test what they had been learning”. The second was a comprehension exercise, which tested whether they could find out information from a newspaper article. This method however did not address any of the outcomes that had been set for the programme.

The third method was an assessment of the course, which the learners had to write. This was the most successful and their answers were compared against the outcomes that were set for the programme, which can be found in Appendix C. From this method it has been concluded that the learners achieved outcomes two and three. This means that they demonstrated that they were able to examine different sources of information. They also learnt to ask questions about sources of information and decide which are more biased and why they are so. As mentioned it was difficult to determine whether they had achieved any of outcomes five, six or seven because these relate to the skills they were to develop. As a result of their participation in the artefact lesson they did begin to realise that they make assumptions about sources. They also enjoyed the class discussions because they found listening to other peoples' opinions interesting. In relation to testing skills development Teacher 1 said that if she had been provided with some sources unrelated to the subject of the programme “[I] could then have put together some kind of source based test”. She also mentioned that if the curriculum materials were supposed to have been

designed for outcomes-based education then they weren't effective because peer and self-assessment exercises could have been suggested.

It can therefore be concluded that the assumption that the teachers can be relied on to develop assessment exercises, which will satisfactorily test whether the learners have achieved the outcomes of the particular programme, is false. Two out of three of the assessments designed by the teachers at School C weren't satisfactory. In the future if a greater variety of sources unrelated to the programme are made available then source-based tests could be organised as Teacher 1 suggested. The archaeologist also needs to state clearly what knowledge and skills need to be assessed and discuss with the teachers how this is to be done.

Teachers as critical partners in the research process

It is difficult to say whether assumption three, relating to whether the teachers are willing to participate as critical partners, is true or false. From their answers to the questionnaire it is evident that the teachers at School A would be willing to participate and help produce curriculum materials in the future if they had guidance from the archaeologist. The teachers at School C despite their lack of knowledge of archaeological method did not hesitate to offer useful criticisms about the structure of the lessons and the way that their learners were to be assessed. The inclusion of the evaluation methods of interviews and observation in this programme as well as the comments provided, unasked for, by Teacher 1, helped the researcher understand the teachers' opinions on these subjects.

During the interview Teacher 1, from School C, said that she was not happy with me observing her class because she felt that it interfered with her developing a relationship with them since she had not taught them before. She said, "I felt that [it was] a bit invasive in terms of me developing a relationship with them". She also mentioned that because she felt unfamiliar with the subject of archaeology and that "because there [was] an authority in the room I tended to be a bit differential to her in a way ... I didn't like that feeling". Lastly she felt that the person observing the class was unresponsive that this broke the flow of the lesson because her "natural style is to be inclusive". She concluded "I would rather that we had team taught it, because she could have brought more stuff [such as archaeological knowledge on Willem Adriaan van der Stel] into the process". Teacher 2

on the other hand did not have a problem with me observing her lessons because as she and her class "sometimes forgot that [I] was there" and later on towards the end we included [me] a bit more".

The participation of teachers as critical partners is therefore dependent on the degree to which the researcher makes an effort to include them in the research process, the particular teacher, as well as their confidence in their knowledge of archaeology. It is important that they do participate because they can provide valuable insights into the situation in which the research is going to take place (their classroom), lesson structure, and methods of assessment and evaluation.

What happens when an archaeologist develops programmes and curriculum materials for schools in order to improve the teachers' and learners' access to archaeological knowledge and research skills?

The archaeologist is faced by a number of challenges. One of these is the development of collaborative relationships with the teachers and learners with whom she works. The archaeologist has valuable knowledge to offer, which can make a positive impact on the learners to whom it is taught. The learners at School C wrote about how the programme encouraged discussion and that they enjoyed listening to their classmates' opinions. They found that the artefact lesson challenged them to think laterally and use their imagination. The teachers at the three schools were also provided with resources that they could use in the future. Teacher 1 from School C wrote in her reflections, "It was also great for me to see new material. I have exhausted the sources found in most of the available books, and so this was refreshing and interesting for me". The teachers also have educational knowledge to offer and it is important that the archaeologist learn from them. As Smardz and Smith (2000:29) write, "learning the basics of how teachers teach and how various audiences learn is crucial to becoming effective transmitters of information about the past".

However part of developing such a relationship is the need for the participants to be honest about whose research questions are being addressed, and who is primarily in control of the research project because this will effect the research outcomes. In the case of this research project my research questions were being addressed and I assumed the responsibility of

organising the programme, producing the material, collecting and interpreting the data, and writing up the research at the end. What this meant for the teachers is that their needs were secondary in the research process but their opinions and advice were not ignored. I have included their advice throughout the discussion sections of this dissertation.

The archaeologist has to confront the challenge of how she is going to evaluate the research process. According to Smith and Smardz (2000: 33) this is a neglected area of educational archaeology but it is essential if archaeologists are going to discuss what impact their educational programmes are going to have on teachers and learners. Three methods of evaluation were used in this dissertation; these were questionnaires, an interview and observation. The interview and the observation provided the most valuable information about the development of curriculum materials and the assessment of the learners involved.

The last challenge is the decision of what kind of guidance the teachers need in order for them to teach the archaeology curriculum materials without the intervention of the archaeologist. A History and Archaeology Panel was established by the Education Minister, Kader Asmal in order to address and provide recommendations for the improvement of amongst other things “the quality of the teaching of history and evolution in schools, the state of teacher training and the quality of support materials” (History and Archaeology Panel 2000: 1). They argue that a critical understanding of the past is important in South Africa because such an understanding informs the decisions that are made in the present. “Contemporary problems and complexities like the workings of race, class and gender, have to be seen within the context of their development in time” (History and Archaeology Panel 2000: 4).

They found that teachers tend to teach history as a series of events or dates, and to some degree still draw on educational materials that were produced under Christian National Education. These problems could be addressed if teachers were provided with pre-service and in-service training that focussed on the disciplines of history and archaeology and the methods that practitioners of these two disciplines use in their investigation of the past. Teachers need to be introduced to outcomes-based education teaching and to be supported by the Department of Education to become critical innovators (History and Archaeology Panel 2000).

In their report, the panel writes “that it almost goes without saying that an archaeological approach to teaching is to be encouraged as a valuable means of introducing some of the fundamental skills of historical enquiry to relevant study areas, in making the material past more tangible, and in facilitating cross-curricula work through its scientific use of photographic, medical, and other technologies to answer such social science questions as how past societies organised economic production” (History and Archaeology Panel 2000: 13).

The problem however is how teachers are going to learn about “the archaeological approach”. As shown in this research project it is not sufficient to produce curriculum materials on archaeological subjects. Teachers required guidance in order to understand archaeological methods and to use the material. If they do not get sufficient guidance they tend to use the knowledge but ignore the archaeological method. Future programmes could investigate what kind of guidance, such as the nature of archaeological research and how the inter-disciplinary nature of the discipline can be used in the development of school curricula, need to be provided. This could involve teachers and archaeologists participating in workshops on the discipline of archaeology, archaeological approaches to problem solving and the multidisciplinary nature of the subject, before the programmes begin.

Conclusion

The research project undertaken for this dissertation addressed the following question: What happens when an archaeologist develops programmes and curriculum materials for schools in order to improve the teachers' and learners' access to archaeological knowledge and research skills?

Three archaeological education programmes were organised at three Cape Town schools (Schools A, B and C). A variety of methods were used to evaluate the programmes and the curriculum materials, and to assess the knowledge and skills of the learners who participated. From the data collected, it can be concluded that each pack of curriculum materials need to have a central theme running through it and each lesson should have its own guiding question. Questions should be pitched for the appropriate grade and a variety of sources should be used. Artefacts are particularly recommended because they encourage learners to think laterally and to use their imagination in thinking about past people and events. Materials should also be integrated into the curriculum of the particular school where possible. The teachers at all three schools understood the knowledge that was being conveyed through the curriculum materials but not the context or archaeological method that was used to produce the knowledge. This meant that the broad aims – that the learners will understand archaeological research methods – of all three programmes were ignored. Assumption 1 “That the curriculum materials produced for an archaeological education programme should be able to be used by teachers without the intervention of an archaeologist”, which was made at the beginning of this research project is therefore false.

Personal Meaning Maps were used to assess the learners' knowledge and opinions at Schools B and C. At School C they were used twice to gauge how the learners' knowledge had developed as a result of their participation in the programme. It was found that these weren't an effective method of assessment because the learners at School C did not understand why they should complete them twice and provided less information the second time they completed them. The teachers at School C developed three methods of assessment these were a creative writing essay, a diary of a slave woman and an essay in which the learners assessed the programme and wrote about what they had learnt. The

four methods of assessment used in this project tested the knowledge that the learners developed to some extent, and in their assessment essays some of the learners spoke about what skills they had learnt. However none of these methods sufficiently tested whether the learners had achieved the outcomes set for each programme. It can be concluded that it is important that curriculum materials have clear outcomes, as these will influence the types of assessment chosen. Assumption 2 – “That the teachers could be relied on to develop assessment exercises, which would satisfactorily test whether the learners had achieved the outcomes of the particular programme” made at the beginning of this project is therefore false.

It is difficult to conclude whether Assumption 3 – “That the teachers would be willing to participate as critical partners throughout the research process by providing evaluations of the educational material and the particular programme in general” made at the beginning of this project is false or not. It is evident that teachers are willing to participate in educational programmes as critical partners if the archaeologist provides them with guidance about the context in which the archaeological knowledge has been produced.

When an archaeologist undertakes educational programmes, she/he is therefore faced by three challenges. The first is the need to develop collaboratory relationships with the teachers with whom she/he will work as they can provide feedback on the development of curriculum materials and methods of assessment. If action research is being used as a methodology then such participation by the teachers is essential; otherwise the research process cannot be reflected on sufficiently and improved. Secondly, the archaeologist also has to pay close attention to how the research process is evaluated. It was found in this project that the methods of interviewing and observation were the most effective. Lastly, the archaeologist has to think about what guidance she/he is going to give the teachers so that they can use the curriculum materials, independently of the archaeologist, in the future. Future programmes could investigate whether workshops and information packs on the topics of how archaeologists investigate what happened in the past, and the interdisciplinary nature of the discipline, could be a way of providing this guidance.

References:

- Alston, S. 1995. History and language. *Teaching History* 81: 10.
- Archaeology Resource Development Project. 26 June 2001. Home Page
<http://www.wits.ac.za/science/archaeology/ardp/home.html> Johannesburg:
University of the Witwatersrand.
- Bam, J. and Visser, P. 1997. A new history for a new South Africa. Cape Town: Kagiso Publishers.
- Carroll, R. F. 1987. Schoolyard archaeology. American Historical Association, Social Studies for Teachers. *The Social Studies* March/April: 69-75.
- Cohen, L. and Manion, L. 1980. Research methods in education. London: Croom Helm.
- Danes L. M. J. 1981. Archaeology in the classroom. Council for Elementary Science International. *Science and Children* September: 40- 41.
- Department of Education. 2002. *Revised national Curriculum Statement Grades R – 9 (Schools). Social Sciences*. Pretoria: Department of Education.
- Esterhuysen, A. 1999a. Archaeology, time and space in the Human and Social Sciences; Curriculum 2005. *Perspectives in Education* 18 (2): 83 - 89
- Esterhuysen, A. 1999b. *Archaeology. Finding out how people lived in the past*. Document produced for the Social Ecology Department, Kruger Park. Johannesburg: Clacherty & Associates, and the Archaeology Resource Development Project, University of the Witwatersrand.
- Esterhuysen, A. and Smith, J. 1998. Evolution: “the forbidden word”? *South African Archaeological Bulletin* 53: 135 – 137.
- Esterhuysen, A. B. 2000. The birth of educational archaeology in South Africa. *Antiquity* 74: 159 – 65.
- Falk, J.H., Moussouri, T. and Coulson, D. 1998. The effect of visitors’ agendas on museum learning. *Curator: The Museum Journal* 41(2): 106 – 120.
- Falk, J.H. and Dierking, L. D. 2000. *Learning from museums. Visitor experiences and the making of meaning*. Walnut Creek: Altamira Press.
- Foster, P. 1996. *Observing schools. A methodological guide*. London: Paul Chapman Publishing.

- Gawe, S. and Meli, F. 1990. The missing past in South African history. In: Stone, P. and MacKenzie, R. (eds.) *The excluded past. Archaeology in Education. One World Archaeology Series*. London: Unwin Hyman.
- Grundy, S. and Kemmis, S. 1984. Educational action research in Australia: the state of the art (an overview). In: Flanagan, W., Breen, C. and Walker, M. (eds.) *Action research: justified optimism or wishful thinking?* Cape Town: Department of Education, University of Cape Town.
- Hall, S. 1996. Reflexivity in emancipatory action research: illustrating the researcher's constitutiveness. In: Zuber-Skerritt, O. (ed.) *New directions in action research*. London: Falmer Press.
- Heath, B. J. 1997. Successfully integrating the public into research: Crow Canyon Archaeological Center. In: Jameson, J. H. (ed) *Presenting archaeology to the public. Digging for truths*. Walnut Creek: Altamira Press.
- Kwas, M. L. 2001. Communicating with the public part II: writing for the public and how to say it. *The SAA Archaeological Record* November 1(5): 16.
- Kwas, M. L. 2002. Communicating with the public part III: writing for the public and making it look good. *The SAA Archaeological Record* January 2(1): 30-31.
- Lewin, T. 2001. History education and social justice: debates about the history curriculum in South Africa. Unpublished Masters dissertation, Institute of Education, London.
- Lubisi, C., Parker, B. and Wedekind, V. 1998. *Understanding outcomes-based education. Teaching and assessment in South Africa. Learning Guide*. Produced by the South African Institute for Distance Education. United Kingdom: Oxford University Press.
- Mazel, A. 1991. Time to expose the unexposed data in our cabinets, files, boxes, etc. *South African Archaeological Bulletin* 46 (154): 59 – 60
- Mazel, A. and Mtshali, M. 1994. Reaching out: introducing archaeology to children from disadvantaged communities in KwaZulu-Natal, South Africa. Paper presented at the British Council Seminar: Heritage, education and archaeology, 12 – 19 October 1994. Southampton, United Kingdom.
- Mazel, A.D. and Stewart, P.M. 1987. Meddling with the mind: the treatment of San hunter-gatherers and the origins of South Africa's Black population in recent South African school history textbooks. *South African Archaeological Bulletin* 42:166-170.

- McManamon, F.P. 1998. Public archaeology. A professional obligation. *Archaeology and Public Education* 8(2): 3, 13.
- McNiff, J. 1988. *Action research: principles and practice*. United States of America: Routledge.
- McNutt, N. 2000. Assessing archaeology education: five guiding questions. In: Smardz, K. and Smith, J. (eds) *The archaeology education handbook. Sharing the past with kids*. Walnut Creek: Altamira Press.
- Morrow, W. 1993. Introductory remarks. In: Davidoff, S., Julie, C., Meerkotter, D. and Robinson, M. (eds) *Emancipatory education and action research*. Pretoria: Human Sciences Research Council.
- Nackerdien, R. 1994. Archaeology and education in South Africa: towards a People's Archaeology. Unpublished MA dissertation, University of Cape Town.
- National Museum of Bloemfontein. Undated. Activity book: San hunter-gatherers. Bloemfontein: Education Department, National Museum of Bloemfontein.
- National Museum of Bloemfontein. Undated. Notes on the Stone Age. Bloemfontein: Education Department, National Museum of Bloemfontein.
- National Museum of Bloemfontein. Undated. Activity book: Farmers of the Iron Age. Bloemfontein: Education Department, National Museum of Bloemfontein.
- Ouzman, S. 1997. Public rock art sites of the Free State. Tandyberg. *Culna* 52: 32 – 34.
- Ouzman, S. 2001. The problems and potentials of developing and managing public rock art sites in Southern Africa. *Pictogram* 12: 4 – 13.
- Parkington, J., Louw, R. and Smuts, K. 2002. Mapping alternatives: Clanwilliam Living Landscape Project after one year. Returning the archive. Paper presented at the Mapping Alternatives Conference, Centre for African Studies, University of Cape Town, Cape Town, 2002.
- Report of the History/Archaeology Panel to the Minister of Education. 30 November 2000. Pretoria: South Africa.
- Ritchie, G. 1990. Dig the herders / Display the Hottentots. The production and presentation of knowledge about the past. Unpublished MA dissertation, University of Cape Town.
- Robinson, M. 1993. Action research and the challenge of change. In: Davidoff, S., Julie, C., Meerkotter, D. and Robinson, M. (eds) *Emancipatory education and action research*. Pretoria: Human Sciences Research Council.

- Sealy, E. 2001a. The Grove Archaeology Project, 31 January 1999 to 7 February 2000. Unpublished report for the South African Heritage Resources Agency.
- Sealy, E. 2001b. Unpublished report on the Grassy Park Project for the National Research Foundation. The Research Unit for the Archaeology of Cape Town, Centre for African Studies, University of Cape Town.
- Sentelle, S. P. 1986. Digging to learn: teaching science, history and social studies through archaeology. *Educational Leadership* October: 10 – 12.
- Shade, R. A. 1990. Grandma's attic: bringing archaeology closer to home for the G/C/T student. *Gifted Child Today* May/June: 10-11.
- Shepherd, N. 1998. Archaeology and post-colonialism in South Africa: theory, method and politics of archaeology after apartheid. Unpublished PhD dissertation, University of Cape Town, Cape Town.
- Smardz, K. E. 1997. The past through tomorrow: interpreting Toronto's heritage to a multicultural public. In: Jameson, J. H. (ed) *Presenting archaeology to the public. Digging for truths*. Walnut Creek: Altamira Press.
- Smith, A., Malherbe, C., Guenther, M. and Berens, P. 2000. *The Bushmen of Southern Africa*. Cape Town: David Philip.
- Smith, A. B. and Thackeray, A. I. 1990. The black hole of South African school history syllabi. Paper presented at the National Subject Didactics Symposium 26 – 28 September 1990. South Africa.
- Smith, L. and Holden, C. 1994. I thought it was for picking bones out of soup...using artefacts in the primary school. *Teaching History* 76: 6 – 9.
- Southern African Association of Archaeologists. 1996. A new beginning: the inclusion of the archaeological past in post-apartheid school history syllabuses. Unpublished report submitted to the Department of Education, Pretoria.
- Stone, P. 1992. The magnificent seven: reasons for teaching about prehistory. *Teaching History* 69: 13 – 18.
- Stone, P.G. 1997. Presenting the past: a framework for discussion. In: Jameson, J. H. (ed) *Presenting archaeology to the public. Digging for truths*. Walnut Creek: Altamira Press.
- Walker, M. 1993. Pragmatists, sceptics, evangelists, idealists? Towards shaping a critical tradition of action research in the South African context. In: Davidoff, S., Julie, C., Meerkotter, D. and Robinson, M. (eds) *Emancipatory education and action research*. Pretoria: Human Sciences Research Council.

- Wesikopf, R. and Laske, S. 1996. Emancipatory action research: a critical alternative to personal development or a new way of patronising people? In: Zuber-Skerritt, O. (ed.) *New directions in action research*. London: Falmer Press.
- Winter, R. 1996. Some principles and procedures for the conduct of action research. In: Zuber-Skerritt, O. (ed.) *New directions in action research*. London: Falmer Press.
- Wright, J. and Mazel, A. 1990a. The making of our history 1. A bus crash – and a moment in history. *Supplement to Witness Echo*, Thursday September 13:2
- Wright, J. and Mazel, A. 1990b. The making of our history 2. Asking questions about the past. *Supplement to Witness Echo* Thursday September 27: 2.

University of Cape Town

Appendix A: School A

Curriculum Material: Worksheets One to Six

The history of School A used for the production of the curriculum material

Teacher Evaluation Form

Learner Evaluation Form

University of Cape Town

Curriculum Material: Worksheets One to Six

Worksheet 1: What is archaeology and what do archaeologists do?

Archaeology is about the past. This begins with the origins of humanity millions of years ago and runs up to and includes the present.

Archaeology is about people, about who they were, how and when they lived, and how they organised their lives.

Archaeology is about material culture. This includes a range of objects, from motorcars and televisions, to simple stone tools. It also includes written sources, where these are available.

Exercise 1: Archaeologists Studying Lindy's House

Lindy lives in a house in Rondebosch East. Her mother is a shop assistant at Shoprite in Mowbray. Her father works for a motor spares shop in Observatory. He works on car engines in the garage at home, in his spare time. Her mother and father like sitting on the back step of the house and having a smoke and a beer after work. She has a sister and a brother. Some weekends the family goes to Kalk Bay harbour and gets fish for a braai. Lindy is also a keen photographer and takes photographs of family outings and birthdays. Her brother is 2 years old and plays with his toy cars in their garden, he lost one there once. Her sister is in high school and often sits and does her homework in their garden. She lost her Maths textbook there once.

Archaeologists are studying Lindy's family and their house and garden 50 years in the future. They asked her relatives about the family and what they did. Her relatives showed them the photographs that Lindy had taken of her family's different outings. They had to decide what questions they wanted answered, before they could excavate. One of their questions was - What did Lindy's father do in his spare time? They asked her relatives and they told them that he used to work in the garage. They looked at old plans of the house and found where the garage was.

Q 1: When they excavated in that area, what could they have found?

A 1:

They excavated the garden found these things:

Cigarette butts and a few rusted beer cans next to the back step. The plastic cover of a book and a few fragments of pages, fish bones, charcoal, and part of a plastic car in the back garden.

Q 2: What can the archaeologists deduce from these objects? Who could have left them in their different places?

A 2:

The stories that Lindy's relatives told the archaeologists, the photographs they showed them and all the objects found are all types of evidence. A problem that archaeologists have is that only some of the things people leave behind survive and many of them are broken. Anything that is made from plants or animals will slowly break down if it is left out in the rain and sun for a long time. For example fish bones, books and leather shoes. But things made from metal or plastic last much longer. Burnt objects last much longer, for example charcoal.

Worksheet 2: Archaeologists at Work

Exercise 1: Understanding the concept stratigraphy -The buildings on the site of Lindy's house

After Lindy's family left Rondebosch East their house was knocked down and a new housing complex was built on top of the rubble of the old house. After the housing complex had been there for a long time, a supermarket company bought the land and knocked down the housing complex. They built the supermarket on top of the demolished houses. Underneath the supermarket are firstly the remains of the housing complex and then those of Lindy's house. Archaeologists excavated the area where the supermarket used to be and they discovered three different layers of **deposit** in the ground. They realised that the layer on top was the youngest and was the remains of the supermarket and the oldest layer was at the bottom and was the remains of Lindy's house. This sequence of layers is the **stratigraphy** of the site.

1. **Q 1:** Draw a diagram of the **stratigraphy** that the archaeologists excavated and show which layer was the oldest and which was the youngest.

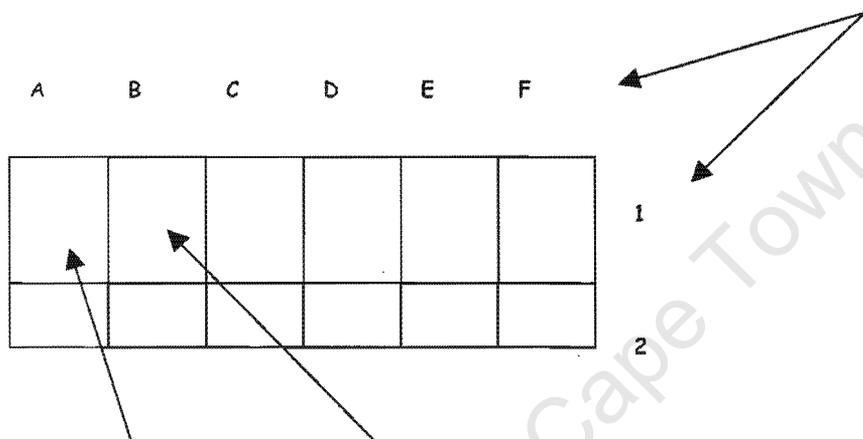
Worksheet 2: Archaeologists at work

Exercise 2: Understanding archaeological excavation methods

When archaeologists decide to excavate an area they mark out the site using a grid. Each square of an archaeological grid is 1 meter long by 1 meter wide.

This is what a grid looks like

The squares in the grid are labelled like this



If this square is A1 and this square B1, label the other squares in the grid

The archaeologists who excavated Lindy's house used trowels, dustpans, brushes and buckets. The archaeologists sieved the soil that they dug up in order to find the objects and things that Lindy's family left behind. They tipped the material that was left in the sieve into a sorting tray and sorted it into different groups:

Metal - the beer cans Lindy's father and mother left next to the step, and the spanner and nuts that Lindy's father left in his garage.

Plastic - the piece of the plastic car that her brother lost in the garden and the cover of the Maths book that her sister lost there.

Animal and plant remains - the burnt wood (charcoal) and the fish bones left over from the family braai

Q 1: Go and look in the dustbin in your classroom. How could you divide up the contents?

A 1:

Worksheet 2: Archaeologists at work

Exercise 3: Understanding archaeological excavation methods

Tony is excavating Lindy's house. He has found a beer can in his square. He needs to put it in a bag and label the bag with the site name (in this case it is Lindy's House), the date, the name of the square he found it in, and what he found

Tony has labelled his bag like this:

Lindy's House 12/01/2000

C1, Metal

Q 1: He found a fish bone in the same square, how should he label the bag?

A 1:

Important Notes:

While excavating the site the archaeologists need to take notes of what they do everyday and what they find. You will need to do this when you do the excavation in your school.

Remember it is not just the objects that Tony has found that are important it is where he has found them (context) as well. He found some nuts and a spanner in the building outside the main house, and he realised that that was probably where Lindy's father's garage was. So if you find objects lying on what you think is an archaeology site, **don't** pick them up and take them to show your teacher or the archaeologist at the local museum. If you do this, the objects are out of context and the archaeologists you talk to won't be able to deduce much from what you show them. Rather note where and when you saw the site and tell an archaeologist about it.

Worksheet 3: Primary and Secondary Resources

Before archaeologists can undertake excavations they have to do research into the history of the site they will be excavating. This helps them decide where to excavate. In the case of Grove Primary School I referred to old documents, maps and books that were written about Claremont. I noticed on the maps and diagrams that people had been living on the area of the school grounds for a long time. I also noted where Feldhausen Avenue and various paths used to be because I didn't want to dig up tar or gravel. I wanted to find some rubbish that people had left behind. Transfer deeds, old maps, archival information and the artefacts that one excavates are all **Primary Resources**; they provide original information that hasn't been interpreted by anyone. If anyone studies primary resources and writes down their understanding and opinions of past events, the document that they write is a **Secondary Resource**.

An archaeologist excavated a collection of ceramics these are also **Primary Resources**. She took the ceramics back to her laboratory and found out about who manufactured them, how and when they were used, and who used them. She wrote an article combining the information obtained from old documents with that obtained about the artefacts and created a picture of what life was like in the area during the time period in question. The article that she wrote is a **Secondary Resource**.

Q: Look at the various resources on the topic of Feldhausen and Grove School that are available to you in the library. Divide them up into Primary and Secondary Resources.

A:

Q: Any part of a building or structure can be a Primary Resource, why? Find three historical structures that are Primary Resources in your school grounds. Justify your choice. You can use the information boards in the library if you need help.

A:

Q: Look at the artefacts on display in the foyer; are these primary or secondary resources? What can they tell you about the people who used them?

A:

Worksheet 4: The History of Feldhausen 1660 - 1838.

Q: Who was granted Feldhausen in 1660?

A:

Q: How did Feldhausen get its name?

A:

Q: Why was the farm regranted in 1718, and who received it then?

A:

Q: Look at the 1812 –1813 map of the Liesbeek River, which farm names do you recognise, and why?

A:

Q: Why are the Buchenroders associated with Feldhausen, if they didn't own the farm?

A:

Q: Who was Sir John Herschel, and why is he famous? What National Monument in the school grounds reminds us of him today? Why is it there?

A:

University of Cape Town

Worksheet 5: The history of Grove Primary School 1885 – 2000.

Q: Why is Bishops High School linked to Grove?

A:

Q: What remains of the original school today? Do a rubbing to prove your answer

A:

Q: Why was Grove called “Beechey’s”?

A:

Q: How has the school building changed since 1911?

A:

University of Cape Town

Worksheet 6: The people who lived on the land where the Grove cricket field is today.

Q: What were the houses' names that were once situated under your cricket field and tennis courts? Write a few lines about the different owners between 1922 and 1925.

A:

Q: Does anything bother you about the contents of the conditions that accompanied the transfer of Lots 1 – 5 from Struben to Goodall in 1922?

A:

Q: In 1970 an Educational Trust expropriated Lots 1 – 5. Why did they do this? Go onto the playing field with your group and take a copy of the 1947 plan with you if you want to. Each person can stand where a house used to be. Imagine you are a house owner and you have just received a letter that tells you that your house is going to be taken away from you. Discuss with your group how you feel and write a few lines to summarise your discussion.

A:

Q: Briefly read the newspaper articles on the tables in the library. Why were a large number of businesses and buildings were built at the same time as the Group Areas Act was implemented in the area?

A:

Q: How did the people in 2nd Avenue feel?

A:

Q: Write a short paragraph of what you think of the Group Areas Act.

A:

Q: Read the article on the Group Areas Act in Protea Village. Where was Protea Village located?

A:

Q: What did the previous occupants of Protea Village do in 1997? Do they want to get their land back?

A:

Q: Where else were there forced removals in Cape Town?

A:

Q: You bought a beautiful house in Claremont 20 years ago. It has always been close to the shops, schools and the crime isn't too bad. You have recently found out that a coloured family lived in the house in 1969, and they were forced to leave because of the Group Areas Act. Write a few lines on what you would do about this.

A:

University of Cape Town

The history of School A

The piece of land that became the farm "Feldhausen" in the 19th century was originally granted to Cornelis Claas and Dirk Meyer on 20 September 1660³. Jan Dirks de Beer obtained the farm in 1686 and named it after his wife Anna van Veldhuizen⁴. There were disputes between Claas and his neighbours about where the farm boundaries were. These problems resulted in the land being remeasured and regranted to Hans Casper Geringer in 1718⁵. You can see this piece of land on the 1718 transfer diagram.

The farm is called "Veldhuyzen" on the 1812-13 map of the farms in the Liesbeek River Valley. On the same map you can also pick out "Bosch-heuvel", which was where Kirstenbosch is today, Westervoort, Sans-Soucy, Groote Schuur, Rustenburg, Keurboom, Palmyra, Vineyard and New-Land. Veldhuyzen / Veldhuizen was transferred from Jan Fredrik Kirsten to James Fitchat in 1819⁶. One of the learners who took part in this project brought a newspaper cutting to school and this advertised "The Grove" for sale in 1821 by Fitchat. The farm is described as: "completely sheltered from the S.E. Wind, and consisting of about 100 Morgen...of arable, gardening, wood and bush land; well supplied with water all year round; on which is a substantial, teak, well built family house, in thorough repair, fitted up and fit for the residence of a genteel family - consisting of a large entrance hall, (shut in with glass folding doors), a drawing room...four bedrooms...a large dispense or pantry, a large wine cellar, a good kitchen, a well of fine spring water opposite the kitchen door, a large pack house, a spacious solder. A stable for 20 horses, a large coach house, slave lodge, gardeners room, coachman's room, blacksmith's shop and a wheelwrights shop, cow house, piggery, poultry yard and fowl house, 3 enclosed orchards, ... summer and winter gardens...two detached cottages...for particulars apply to Mr Fitchat, the proprietor, on the premises"⁷.

³ Old Cape Freehold 1/15, also known as Grant 10.

⁴ Transfer 244 22.6.1686.

⁵ Old Cape Freehold 2/330 20/4/1718.

⁶ Transfer 118 23.4.1819.

⁷ Unfortunately no reference to the name of the newspaper or a date was given.

Fitchat transferred the land to Valentinus Alexis Schonberg on 19.08.1825. Schonberg was a civil servant and he died on 24/05/1839⁸. His wife was Anna Frederika Koning. Freiherr and Baroness von Buchenroder, their two sons, a daughter and their son-in-law J. Knobel arrived at the Cape in 1803 on the ship Alida Theodora. The daughter married J. Knobel and they moved to Cape Town in 1822. Mrs. Knobel went and stayed with Schonberg at Feldhausen in 1827 for health reasons, she died there on 3 March 1827. Her mother, the Baroness von Buchenroder died ten years later and was buried alongside her daughter on the property. Their tomb is situated next to Grove Primary School. Schonberg sold the farm to Sir John Herschel on 27 February 1835.

Herschel was the only son of Fredrick William Herschel and he was born on 07/03/1829 at Slough, near Windsor, England and died on 11/05/1871 at Collingwood, Hawkhurst, England. He married Margaret Brodie on 03/03/1829 and they had four children. They arrived at the Cape in 1834. He was a famous astronomer and he erected his 20ft telescope at Feldhausen⁹. In 1841 an obelisk was erected on the spot where his telescope had stood. Herschel transferred the farm, now called Feldhausen, to Rice Jones in 1838¹⁰.

Jones had been born in Cardinganshire, South Wales and his parents were David and Mary Anne Jones. He was an auctioneer and died on 19 June 1863 at the age of 82yrs 7mnths at his house at the Grove in Claremont. He had eight children and they were: Rice Daniel, Elizabeth Mary m Charles Augustus Daniell, Thomas Edwin, Henry Hamilton, Frederick Hamilton, Charles Tennant, Sidney Robison and Emma Jane m William Richard Jeffreys¹¹. The land was subdivided and a piece of it was transferred to Thomas Watson on 16.02.1870. There are two diagrams that are dated 1869. The first one (452/1869) shows all the lots that the farm was divided into. Note the one that is called "House Lot". The second diagram (488/1869) shows the "House Lot" divided up further. On this diagram you can see a piece marked "School Lot" this is where Grove Primary School is today.

⁸ There is a detailed will and inventory of their estate in the Cape Archives: MOOC 7/1/146 and 7/1/151 1838

⁹ De Kock, W. J. 1968. *The Dictionary of South African Biography*. Pretoria: National Council for Social Research: 361 – 364.

¹⁰ Transfer 250 Vol 6, 2.3.1838

¹¹ MOOC 6/9/103 1863.

You can also pick out Grove Avenue, two other roads, a watercourse, a well and the obelisk that was placed on the spot of Sir John Herschel's 20ft telescope.

Thomas Watson was a baker and he died at the age of 57 in the Male Lunatic Asylum on Robben Island on 05/01/1885, after being there for 18 years¹². When Watson died the executors of his estate sold the land to the Trustees of the Diocese of Cape Town¹³. The Diocese transferred the land to the Diocesan College Council in 1892¹⁴. Diocesan College is also known as Bishops High School. Diocesan College School was first known as St Saviours School, which was founded in 1877. Richard Brooke was the headmaster. When the College Council took over Feldhausen in 1885, the school moved there. Grove Primary School has stones of the original school in the wall of its hall and one is dated 1885. In 1903 the trustees of the Diocesan College Council sold part of the land to Alexander Barron. The money from the sale went to building new premises for the College at Woodlands. The older boys moved to Woodlands first, and the younger boys later, when the buildings were complete. The Cape School Board took over the old school in 1904 and called it Feldhausen School. Theophilus James John Beechey was the principal and the school was given the nickname "Beechey's", later it was called Grove Primary School.

Andrew Reid, Edward Ridge Syfret and John Griffiths Harsant as trustees of the Diocesan College Council transferred 2 morgen 496square roods 285 square feet of Lot 1 to Alexander Barron on 18/01/1904¹⁵. This was a "certain piece of land being a portion of Lot1 marked House Lot on the General Plan of the divided Estate Feldhausen now called the Grove..." Refer to Diagram 452/1869 for this lot.

The Dictionary of SA Biography contains a large amount of information on Edward Ridge Syfret (born Mowbray 12/3/1860 - died Newlands 17/3/1937). He was educated at Diocesan College Rondebosch. He joined the family firm between 1882 and 1884 and became recognised as an outstanding financier at the Cape. He was a close associate of

¹² MOOC 6/9/217 folio 209.

¹³ Transfer 450, 31.08.1885.

¹⁴ Transfer 5015, 28.09.1892.

¹⁵ Transfer 637, erf 55823

Cecil John Rhodes. His company was called ER Syfret & Company. He helped found the Cape Society of Accountants and Auditors in 1907. He was the chairman of a number of companies throughout his life, including Rhodes Fruit Farms, the Cape Times and Juta & Company. He married Amy Rice Jones on 28.4.1886. Amy Jones' grandfather Richard Daniell was a leader of a party of 1820 settlers¹⁶. It is possible she was a relation of Rice Jones Jones who obtained the property in 1870. They had two sons Jack and Neville.

Barron transferred this same piece of land to Struben in 1908¹⁷. Struben's parents were Johann Hermann Marius Struben and Fannie Beattie. Struben was a retired farmer and died at the age of 75yrs 10days at Rosebank on 18 October 1915. He married Mary Lydia Cole and they had eight children¹⁸. He was born in the Lower Rhine, Germany on 09.10.1840. He was a gold mining pioneer and was elected first president of the Chamber of Mines in 1887¹⁹.

In 1922 this same piece of land was divided into various lots and one was Block G, the transfer reads "Block G of Grove Estate in extent 267sqm 62sqf of land situated at Claremont, City of Cape Town, being part of Lot 1 Grove Estate..." This piece was transferred from the estate of the late HW Struben to Sidney Goodall. There were a number of conditions that were attached to this transfer that seem to extend well into the twentieth century and one of them was the fact that no coloured people were allowed to occupy the premises except if they were domestic workers. On the diagram attached to this transfer (1031,1922) Block G has been divided up into a number of lots 1 - 5 and three others.

The various lots shown in the 1922 diagram were then transferred to different people. Lots 1 - 5 are situated under the Grove primary School tennis courts and sports fields today. You can see Lots 1 - 3 on the 1947 plan of Claremont. Lot No 5 became erf 55830,

¹⁶ De Kock, W. J. 1968. The Dictionary of South African Biography. Pretoria: National Council for Social Research: 758 - 759.

¹⁷ Transfer 8190, 17.10.1908.

¹⁸ MOOC 6/9/801 folio 2690.

¹⁹ De Kock, W. J. 1968. The Dictionary of South African Biography. Pretoria: National Council for Social Research

Lots 3 & 4 were 55831 (these two lots were split up later into 55831 & 55832), Lot 2 was 55833, and Lot 1 55834.

On 24/10/1924 (T9678) Sidney Goodall transferred Erf 55830 to James Mitchell. Erf 55830 measured 37sqm 105sqf. See Diagram A3064 / 1924.

On 23/09/1925 (T9111) Sidney Goodall transferred 55831 to John Fredrik Schoonraad. Erf 55831 measured 76sqm 125sqf. See Diagram A3234/1925.

On 07/09/1925 (T8600) Sidney Goodall transferred 55833 to the Cape Town City Council. Erf 55833 measured 39sqm 8sqf. See Diagram A2381 / 1925.

On 15/11/1923 (T9857) Sidney Goodall transferred 55834 to William James Mulholland. Erf 55834 measured 40sqm 3sqf. See Diagram A3299/ 1923

The buildings of Grove Primary School have changed so much that it no longer bears any resemblance to the original building. In 1911 the front porch and steps of the school were demolished and a new section of classrooms was added. The 1947 plan of Claremont shows the school buildings after the construction. There were further alterations in 1959 and the present plan of the school looks very different to the 1947 plan. The Group Areas Act was implemented in Claremont in the late 1960's. This meant that many coloured families had to leave, because it had been declared a whites-only area. Large numbers of white families then started moving into 500 previously coloured homes and the numbers of learners attending Grove increased as a result. As a result, the Grove Primary School Board motivated for the acquisition of the land adjacent to the school. This land included Lots 1 – 5. You can see Lots 1 - 3 on the 1947 plan of Claremont. It is unlikely that there were coloured families living in the houses on Lots 1 – 5 in 1970 because the conditions attached to the 1922 transfer prohibited them from doing so. It is most likely that an Educational Trust took the land away from its' owners because the school needed it. If you look at the architect's drawing of 1971 you can see how this land was added to the school. Feldhausen Avenue and part of Obelisk Road were also closed. At the same time that coloured families were forced to leave Claremont because of the Group Areas Act, Cavendish Square was built along with other businesses like Henshilwoods and Foschinis. These buildings were built on land and shops previously owned by coloured people.

School A: Teacher Evaluation Form. 4 February, 2000

1. What subjects and grade do you teach?
2. Please summarise what you thought the aims of this project were
3. Do you think this project benefited your class? If so how?
4. Will you use the information that was provided on the history of the area and the school in the future, if so how?
5. What feedback did you get from your classes? Did they enjoy it, hate it, or want more? Did they seem to think about more than just what they found in the ground everyday?
6. Do you think this project has benefited the school as a whole?
7. Are there aspects you didn't like? If so what are they, and how would you fix them?
8. Which aspects did you like?
9. Do you see this project as fulfilling the requirements of Outcomes Based Education? Explain your answer.
10. Can you see the possibility of including such exercises in future school curricula?
11. What do you think of the possibility of teachers becoming more involved in such programmes in the future by creating worksheets and documenting the process?

School A: Learner Evaluation Form. 4 February, 2000

1. What did you expect before the project? Did anything turn out different to what you expected, and if so, what?
2. Was there anything that you really enjoyed? If so what was it?
3. Was there anything you really didn't like? If so, what was it?
4. What would you have like to have done more of?
5. Do you feel you learnt anything that you didn't know before, and if so what?
6. Would you like a similar project again in the future? Why? What would you like to do?
7. If you don't mind, please tell us your name and what you would like to do when you finish school.

University of Cape Town

Appendix B: School B

Curriculum Material: Lessons One to Four

Personal Meaning Map

Table 1.1 Personal Meaning Maps: Phrases and keywords used by the learners at School B to express their knowledge of the subject of history.

Table 1.2 Personal Meaning Maps: Phrases and keywords used by the learners at School B to express their opinions of the subject of history.

Table 2.1 Personal Meaning Maps: Phrases and keywords used by the learners at School B to express their knowledge on the subject of slavery.

Table 2.2 Personal Meaning Maps: Phrases and keywords used by the learners at School B to express their opinions on the subject of slavery.

University of Cape Town

Curriculum Material: Lessons One to Four

Preparation for Lesson One: An introduction to the Project at School B.

Instructions to teachers

This preparatory lesson can be added onto the end of your existing lesson plan. The duration, organisation and aims of the project (refer to Information Box 1) will be discussed and Assignment 1 will be given out. Assignment 1 aims to introduce your learners to firstly the idea that archaeologists study people who lived in the past, who used and made objects, and secondly that archaeologists refer to a variety of sources of information during their work.

You may want to teach your learners a brief history of Cape slavery, before starting this project.

Grade

Eight

Duration

20 minutes.

What are the outcomes of this lesson?

Your learners will

- Understand the duration and aims of the Project at School B.
- Take home and complete Assignment 1 as homework for Lesson One.

What will be done to achieve this learning?

You may want to

- Discuss the Project at School B with them, referring to Information Box 1.
- Explain what they need to do in order to complete Assignment 1, and hand out a copy of it to each learner.

Resources needed:

Each learner should have access to one or more of the following resources:

- Newspaper or magazine articles on archaeology.
- Television
- Radio
- Internet
- Public libraries
- Their community – discussion with parents, relatives or peers.

In order to prepare yourself for teaching Lesson One, you may want to refer to the examples of archaeology in the media provided in Information Box 2, the Resource Pack, and What is Archaeology? in Information Box 3.

University of Cape Town

Assignment 1

Instructions to teachers

This assignment will be done individually and will prepare your learners for Lesson One. It should be taken home and done for homework over three days. This will give your learners enough time to go to a library, read newspapers or magazines, listen to the radio, watch television, surf the Internet or talk to their family and friends. You may want to tell your learners that they shouldn't choose Indiana Jones and Relic Hunter as examples of archaeology because these are adventure programmes, and not accounts of actual archaeological projects.

Grade

Eight

Duration

Your learners should take three days to complete this assignment because they need to find at least two examples of archaeology projects reported in the media.

What are the outcomes of this assignment?

The learners will be able to:

- . Find two examples of archaeology in the media.
- . Describe what the archaeologists were studying in each of the examples they chose, and how and when it came to be there.
- . Explain what they think archaeology is.

What could be done to achieve this learning?

- . The learners will find two examples of archaeology in the media by reading newspapers and magazines, watching TV, listening to the radio or by surfing the Internet.
- . The learners will fill out the Assignment 1 worksheet.

How could Assignment 1 be assessed?

- You may want to formally assess their answers with reference to the following guidelines:

Poor	They did not do the assignment because they did not understand the questions, and they did not attempt to understand them. Or they guessed the answers to the questions without paying any attention to what was required.
Average	They did the assignment. They understood and answered the questions but they did not discuss the answers as required.
Good	They did the assignment. They understood and answered the questions, and they discussed the answers in sufficient detail.
Very Good	They did the assignment. They understood and answered the questions; they discussed the answers and provided more detail than required, which was still relevant to the topic.

University of Cape Town

Take-home Assignment 1: Archaeology in the media

<GO TO THE HELP! BOX IF YOU NEED HELP>

Your Name	
Today's Date	
Your Teacher's Name	

HELP! BOX

What does the word "media" mean?

Media refers to the sources from which many people find out information about current events. This can be TV, radio,

Q 1: Go home and watch TV, listen to the radio or read through newspapers and magazines. Look for any programmes or articles on archaeology. What examples did you find?
A1:
Q2: Have your friends or family read, heard about or seen any stories or programmes on archaeology? What do they think archaeology is?
A2:
Q3: Go to your school library or a public library and look up archaeology in an encyclopaedia. What definition of archaeology does the encyclopaedia give?
A3:
Q4: What were the archaeologists studying in each of the articles or programmes that you have found out about? How old is it?
A4:
Q5: Write down in two lines what you think archaeology is using the examples you have described.
A5:

Information Box 1: The Project at School B

Duration:	14 – 25 August
Organisation:	Emma Sealy (Project Co-ordinator) and Rhoda Louw (Project Assistant).
Participants:	Grade 8 teachers and learners from School B
Aim:	The production of outcomes-based educational material that will be placed on the Archaeology Africa web site < http://www.archafrica.uct.ac.za > for the use of all teachers and learners at schools in the Western Cape.
Media coverage:	A number of newspapers and TV programmes will be informed about the project. They will visit the school and interview a few of the learners and teachers.
Documentation :	Emma will write up the progress of the project, Rhoda will take photographs, and these will be placed on the web site.
Input by teachers and learners:	The teachers and learners involved will be asked to complete a number of assessment exercises about the effectiveness of the project.

Information Box 2 – Archaeology in the media, these articles are in the Resource Pack.

Internet:

- | | |
|---|---|
| Ape-man hand find a world first from Daily Mail and Guardian December 20, 1999 | http://www.mg.co.za/mg/news/99dec2/20dec-fossil.html |
| Footprints linking our past and future from the archives of the Daily Mail and Guardian | http://www.mg.co.za/mg/news/96oct2/18oc-arc.htm |
| The Brederode from the web site of iafrica.com | http://brederode.iafrica.com/index.htm?src_id=tmp0339 |
| Archaeology Africa web site of the Archaeology Africa Project | http://www.archafrica.uct.ac.za |

Newspapers:

- | | |
|--|--|
| School kids get to dig up history. | Article from the Cape Argus 4 February 2000. |
| Early 18 th century ruins to be retained. | Article from The Waterfront News October 1999. |
| Prehistoric bones found – Melkbos burial site. | Article from the Cape Times October 7, 1999. |
| Brederode wreck yields up treasures. | Article from the Cape Argus May 24, 2000. |
| Community information | You will need to discuss the topic of Lesson One with your colleagues, relatives or community members and list any instance when they have heard, discussed or read about archaeology. |

Lesson One: Archaeology in the media

Instructions to teachers

In this lesson your learners will be divided into groups. Each group will decide on a description of archaeology using the examples of archaeology in the media that they chose in Assignment 1, to justify their answer. You will then discuss their descriptions with them and produce a description of archaeology.

Grade

Eight

Duration

50 minutes

What are the outcomes of Lesson One?

Your learners will:

1. Develop co-operative learning skills.
2. Understand what archaeology is.

What could be done to achieve this learning?

- . Your learners will work together in groups.

Each group will

- . Decide on a description of archaeology, using the examples they found for Assignment 1 to illustrate their answer.
- . Write their description of archaeology on a piece of card that you will provide.
- . Elect a spokesperson who will stick the card on the board, and then present their group's description of archaeology to the class for two minutes.
- . After each group has presented you will decide on a description of archaeology, referring to the groups' examples.

Classroom organisation

You may want to:

- Divide your learners into 10 groups of 5 before the lesson.
- Give each group a number from 1 to 10.
- Arrange the desks in the classroom in groups of 5.
- Stick the number of the group on each cluster of desks.
- Place one large piece of card with each cluster of desks.
- Make sure that each desk faces the front and that each learner will be able to see the board.
- Write on the board the steps that your learners will have to follow in order to complete this activity.
- Line your learners up outside the classroom and read out the names of the people in the various groups, directing them to their seats.

Lesson description

You may want to explain to your class that

- They should have completed Assignment 1, which they must hand in at the end of the lesson.
- They will be taking part in a group activity and that each group has been given a number, which has been stuck on their desks.
- Each group has 10 minutes to decide on a description of archaeology, which must be based on the examples of archaeology in the media they chose in Assignment 1.
- They must write their group number and their description in large letters on the piece of card that you have put on their desks.
- Each group must also decide on a spokesperson who will stick their group's card on the board and then present their description to the class for 2 minutes.
- You will then decide on a description of archaeology from the information that they have provided for you.

How could this learning be assessed?

You may want to choose formal group assessment. A symbol is given to each group based on the following criteria.

D	<ul style="list-style-type: none"> . Two or more of the group members did not participate in the group discussions. . They did not produce a description of archaeology in the allotted time. . They did not manage to elect a spokesperson for their group. . They did not present any examples of archaeology in the media. . They did not manage to present their description to the class in the allotted time. . They did not write their description on the piece of card provided.
C	<ul style="list-style-type: none"> . One of the group members did not participate in the group discussions. . They produced a description of archaeology in the allotted time. . They managed to elect a spokesperson for their group. . The spokesperson presented a description of archaeology, which showed that they partially understood the question they had been asked. . They presented two examples of archaeology in the media but did not use these to justify their description of archaeology . They presented their description to the class in the allotted time. . The description of archaeology that they wrote on the card provided was barely readable.
B	<ul style="list-style-type: none"> . All of the group members participated in the group discussions. . They produced a description of archaeology in the allotted time. . They managed to elect a spokesperson for their group. . The spokesperson presented a clear and simple description of archaeology. . They used two examples of archaeology in the media to justify their description. . They presented their description to the class in the allotted time. . They wrote their description of archaeology on the card provided, clearly, and in big letters, as requested.

A	<ul style="list-style-type: none">• All of the group members participated in the group discussions.• They produced a description of archaeology in the allotted time.• They managed to elect a spokesperson for their group.• The spokesperson presented a clear and simple description of archaeology.• They used two examples of archaeology in the media to justify their description.• They provided more descriptive detail about archaeology that was still relevant to the question. They might have included and accurately explained archaeological terms such as “excavation” and “artefact”.• They presented their description to the class in the allotted time.• They wrote their description of archaeology on the card provided clearly and in big letters as requested.
---	--

University of Cape Town

Information Box 3 – What is archaeology?

You may want to refer to this description in your lessons.

Archaeologists study people who lived at anytime in the past. These people could have lived ten years ago or ten thousand years ago. People made and used objects in the past; these could be cars, houses, stone tools or clay pots. Archaeologists refer to all these objects that have been made or used by people, in the past, as **artefacts**. Any area, which has evidence of past human activity, is called an **archaeological site**.

Refer to the example of the Brederode that is mentioned in Information Box 2. The Brederode is a ship that sank off the Cape Agulhas Coast in 1785. It was owned by the Dutch East India Company, which was in charge of the Cape at the time. Divers found the wreck of the Brederode in early 2000. The ship is an **archaeological site**, and the archaeologists who are studying it are interested in the past shipping practices of the Dutch East India Company. The ship and its contents are **artefacts**, because they were made and use by people over 200 years ago.

Archaeologists will systematically uncover and dig up the remains of the ship on the sea floor. They will do this carefully and take notes and photographs of what they do and what they find. This will help them produce a story about the cargo the ship was carrying, how many people were on board, and why it sank. This process of careful digging is called **excavation**.

Before, during and after **excavation** the archaeologists will be referring to a variety of **sources of information**. Archaeologists and divers have been trying to locate the wreck of the Brederode for a long time. They might have referred to old documents, in order to find out about the ship, its cargo and crew, and where it sank. During excavation the archaeologists might use old maps or plans of the ship to help them understand the way the cabins and storage space were laid out. This would help them understand why certain artefacts are lying

in certain places. They might use weather reports about the sea currents, which will influence when and where they excavate. Excavating deep under the sea in bad weather would be difficult.

After excavation archaeologists will study the porcelain cargo excavated from the wreck in a laboratory. They will want to find out when and where the porcelain was made, because they will then be able to understand where the ship was coming from on its way to the Cape. An archaeologist will write a report on the Brederode when the excavation and laboratory analysis is complete about the cargo the ship was carrying, its crew, where it was coming from when it sank, and why it was wrecked. He or she will refer to a variety of sources of information: historical documents, the reports of the divers who excavated the wreck as well as the reports of the archaeologists who analysed the porcelain in the laboratory.

University of Cape Town

Lesson Two – Historical Drawings of Vergelegen

Instructions to teachers

This lesson involves your learners comparing three drawings that depict Vergelegen. It is important that you do not tell them that these drawings are of the same farm, as this will be covered in the following lesson, which covers focal point, perspective and bias. You may want to acquaint yourself with the history of Vergelegen, as this will help you assist your learners with their work. You may refer to Information Box 4 for more information on this topic.

Grade

Eight

Duration

50 minutes

What are the outcomes of this lesson?

The learners will:

- Describe what they have found out about Vergelegen by studying the three historical drawings provided.
- Describe how they would feel about living in the different farms depicted in the three drawings.
- Develop co-operative learning skills.

What could be done to achieve this learning?

- Your learners will work in their groups for 15 minutes to study the three drawings of Vergelegen, and answer Questions One, Two and Three
- You may want to discuss their answers with them, asking each group to contribute a few points.
- You may want to complete Question Four with the help your learners, who you might ask to contribute informally in class. This is a synthesising question and a conclusion to this lesson.

Resources Required

Each of your learners you have a copy of Assignment Two, including the three drawings of Vergelegen.

Classroom Organisation

You may want to organise your class the same way you did in Lesson One.

Lesson Description

You may want to explain to your class that:

- This lesson involves the comparison of three drawings of three farms
- They must work in their groups to complete Assignment two that you have placed on their desks.
- After they have completed the three questions, you will discuss their answers with them. Each group will have to contribute a few points to the classroom discussion.

University of Cape Town

Assignment Two

What are the outcomes of this assignment?

- Your learners will develop co-operative learning skills.
- Your learners will describe and compare three historical drawings of Vergelegen.
- Your learners will empathise with the producers of historical sources.

What could be done to achieve this learning?

- Your learners will work together in groups to complete Assignment 2.
- You should discuss their answers with them.

How could Assignment Two be assessed?

You may want to formally assess each group and give them a grade, by referring to the following guidelines

A	<ul style="list-style-type: none">- The group worked well together to provide clear and detailed answers.- They provided a clear description of the farm in each drawing.- They decided how big the farm could be in each of the drawings and gave a full clear explanation for their answer. They might have compared it to one of the other drawings, in the same sentence e.g. I think the farm in Drawing B is bigger than the one in Drawing A because farm B seems to have lots more orchards and vineyards, which would have taken up a large piece of ground. <p>They were able to empathise with the occupants of the different farms. Their answers showed that they had thought for a long time how it would be to live in a particular house e.g. I would feel unsafe living in the house in Drawing A because the animals in the mountains seem big in comparison to the house, and look dangerous. They might kill me.</p>
---	--

B	<ul style="list-style-type: none"> - The group worked well together to provide clear and detailed answers. - They provided a clear description of the farm in each drawing. - They decided how big the farm could be in each of the drawings and gave a brief clear explanation for their answer e.g. I think the farm in Drawing B is very big because there are lots orchards, vineyards and buildings. - They were able to empathise with the occupants of the different farms. They explained their answers adequately. I would feel unsafe living in the house in Drawing A because there are dangerous lions outside.
C	<ul style="list-style-type: none"> - At least two members of the group did not participate in the discussions. - Their description of each farm was not complete. - They gave one-word or phrase answers to the questions. No clear explanation was provided. e.g. The farm in Drawing A is bigger than the one in Drawing B; there are lions on the mountains in Drawing A. - They might have been able to empathise with the occupants of the farms in the three drawings, but they did not articulate this clearly e.g. I would feel unsafe in the house in Drawing A. There are lions in the mountains.
D	<ul style="list-style-type: none"> - The group did not discuss the answers to the questions. - They were unable to answer any of the questions. - They were unable to empathise with the occupants of the three farms.

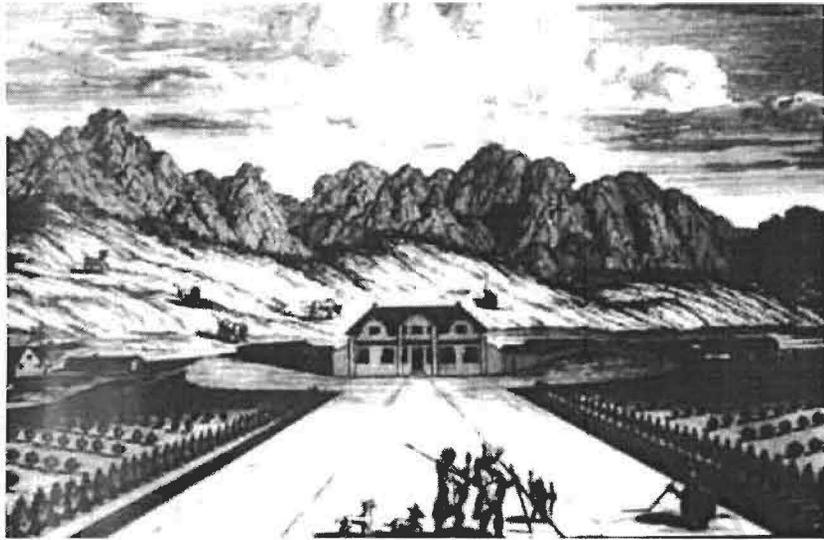
Assignment Two – Historical Documents

Today's Date	
Your Name	
Your Teacher's Name	
Your Group Number	

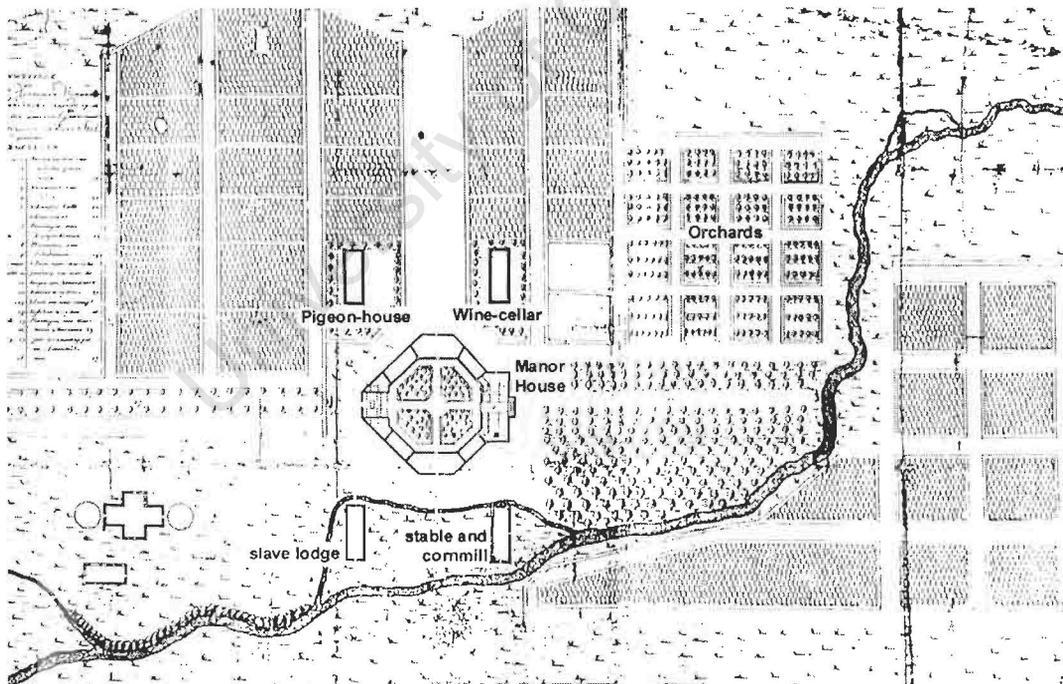
Look at Drawings A, B and C. Answer the following questions for all three drawings. When you answer these questions, don't just answer "yes" or "no", or give a one-word answer. Explain your answers.

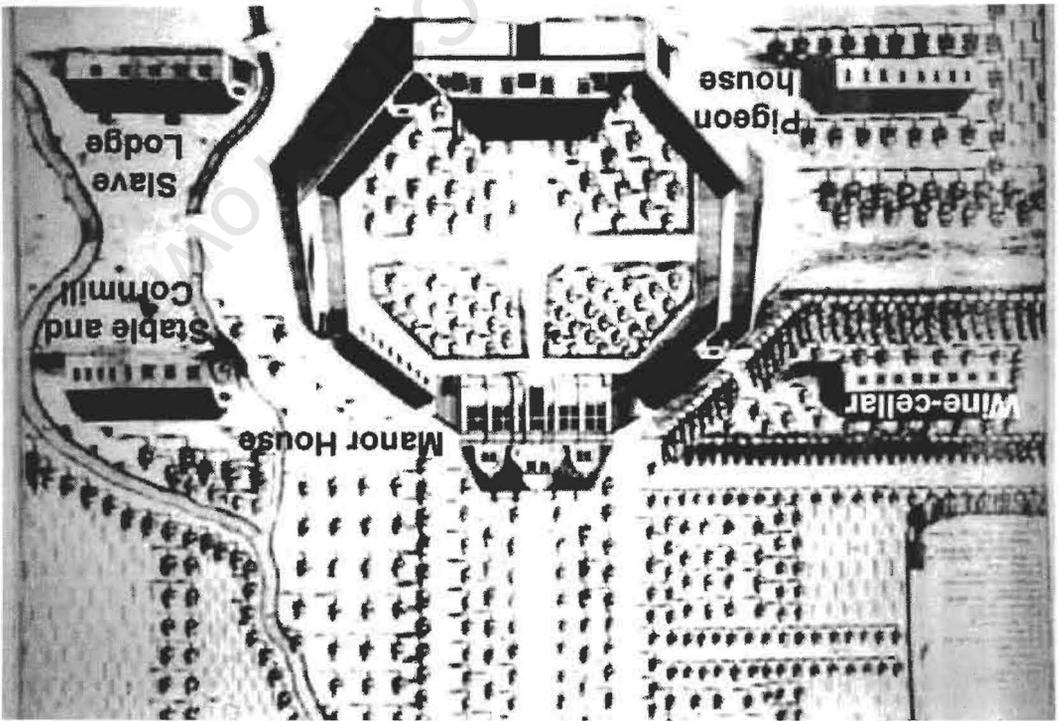
Q1: What do you see in this drawing?		
Drawing A A1:	Drawing B A1:	Drawing C A1:
Q2: How big do you think the farm is?		
Drawing A A2:	Drawing B A2:	Drawing C A2:
Q3: Imagine how you would feel if you lived on this farm. Would you be rich or poor? Would you feel safe in the house? Would you ever be hungry? Would you be successful? Would you have lots of servants?		
Drawing A A3:	Drawing B A3:	Drawing C A3:
Q4: Look back at your answers to the last three questions. Write down a brief description of each of the farms and the people who lived in them.		
Drawing A A4:	Drawing B A4:	Drawing C A4:

Drawing A



Drawing B





Drawing C

Information Box 4



This is Vergelegen; it is a wine farm in Somerset West. This is a picture of the Manor House (the main house) on the farm.

Willem Adriaan van der Stel owned Vergelegen between 1700 and 1711; it was one of the largest farms in the Cape colony during the 1700's.

Van der Stel was the Governor of the Cape. He was very powerful. He produced large quantities of fruit, nuts, wine, meat and vegetables on Vergelegen. He needed large numbers of slaves to work on his farm. He took slaves, who were owned by the Dutch East India Company, without the Company's permission. He owned 200 slaves, who worked on his farm.

He prevented neighbouring freeburghers * from selling the goods produced on their farms, to people who lived at the Cape. As a result the freeburghers, whose businesses were affected by his actions, decided to write and complain to his superiors in the Dutch East India Company. They produced a document called the *Contra Deductie*, which was accompanied by the illustration of the farm shown in Drawing B of Assignment 2. Their aim was to show a large wealthy powerful businessman who took unfair advantage of his position of Governor of the Cape. They demanded that his farm be divided into four sections and the manor house destroyed.

Van der Stel was angry when he found out what the freeburghers had done, and he punished them by having them thrown into the dungeon at the Castle. He wrote a document in his defence and attached an illustration of his farm, which is shown in Drawing A of Assignment 2. His aim was to present Vergelegen as being a farm on a frontier that was surrounded by danger. The danger being

Khoisan people with their spears and dogs, and the large lions and imposing mountains surrounding the farm. The manor house in this picture is shown as having low thin walls to protect it from the danger. No emphasis is placed on the large extent of the orchards, vineyards and buildings on the farm. Van der Stel was recalled to Amsterdam in order to appease the freeburghers, and his estate was divided into four pieces and sold in 1711.

* *Freeburghers*: Dutch East India Company employees who had been released from their contracts with the company. It was important for the colony to produce its own food supply, so they were provided with farms. The Company had control over whom they could sell their produce to.

University of Cape Town

Lesson Three

Instructions to teachers

- In this lesson your learners will be encouraged to think about and describe how people present differing views of an event.
- The aim of Question 1 is to encourage your learners to think about how a person's bias affects their account of a past event.
- Through Question 2 they are encouraged to think about which representation of the farm is more accurate. They should come to realise they can pick neither but should rather talk about what they know about Vergelegen.
- After you have discussed the answers to Assignment 3, you may want to show them some pictures of Vergelegen today.
- You may also want to discuss the historical context of the three drawings you're your learners.
- You can refer to Information Box 4 for more information about Vergelegen.
- Make sure that you discuss the description of the slave lodge with your learners.

Grade

Eight

Duration

50 minutes

What are the outcomes of this lesson and Assignment 3?

Your learners will be encouraged to think about and describe:

- Why two people would present differing views of an event.
- What version of the events an archaeologist would provide, if the historical sources were the only sources available.

What could be done to achieve this learning?

Your learners will work together in groups to answer Assignment 3 for 15 minutes.

You may want to discuss their answers with them the same way you did Assignment 2.

Classroom Organisation

You may want to organise your class the same way you did in Lesson One.

How could Assignment 3 be assessed?

You may want to use the following criteria when assessing this assignment:

A	<ul style="list-style-type: none">- They worked together in their groups and provided clear and detailed answers to the two questions.- They compared the three drawings in detail, and used their imagination and provided possible reasons for two people producing different versions of the same event.- They provided a brief description of the farm, including information that is common to all three drawings.- They compared the three drawings and discussed why they didn't include certain information e.g. The farm has a large house, and some orchards and vineyards. There are three outbuildings. There might have been a river flowing through the farm, but this is only shown in Drawings B and C.
B	<ul style="list-style-type: none">- They worked together in their groups and provided clear and detailed answers to the two questions.- They used their imagination and provided possible reasons for two people producing different versions of the same event e.g. Drawing A was drawn by someone who was stealing money, who wanted to defend himself by presenting his farm as a small one in an unfriendly place.- They provided a brief description of the farm; including information that is common to all three drawings e.g. The farm has a large house, and some orchards and vineyards. There are three outbuildings.
C	<ul style="list-style-type: none">- One team member did not take part in the discussions.- They didn't explain their answers e.g. The person in Drawing A was a rich man.
D	<ul style="list-style-type: none">- Two or more team members did not take part in the discussions.

	<p>– Their answers didn't show that they understood what they were asked to do.</p>
--	---

University of Cape Town

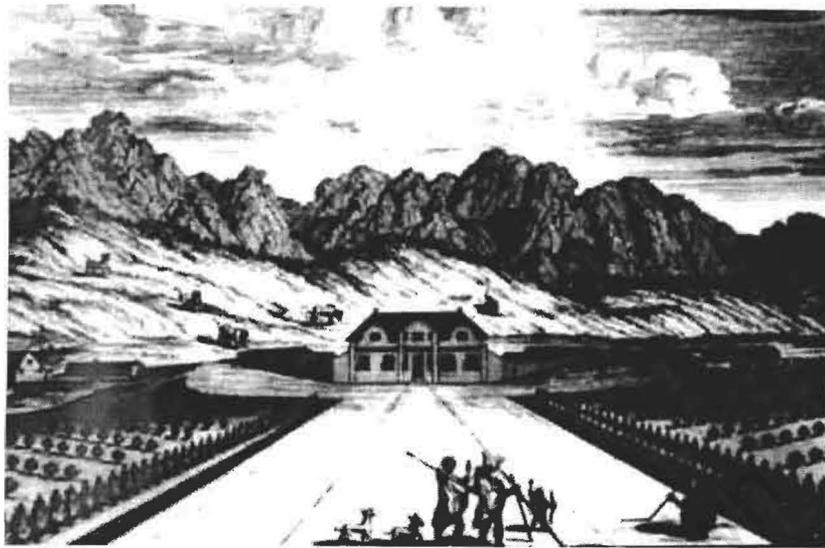
Assignment 3 – Historical Documents

Today's Date	
Your Name	
Your Teacher's Name	
Your Group Number	

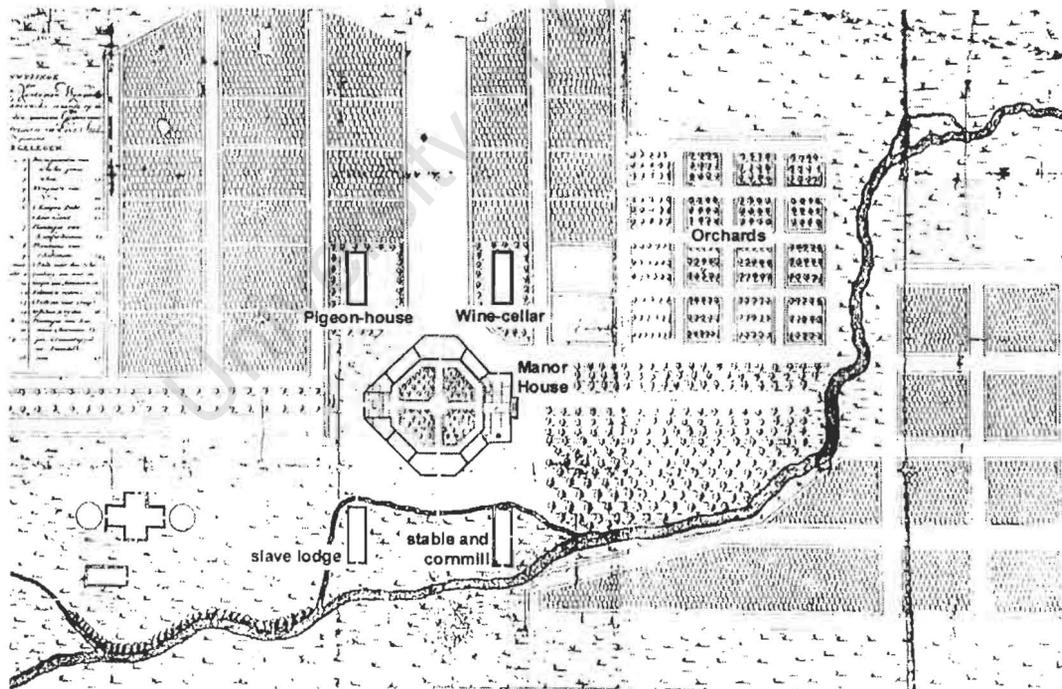
Look at Drawings A, B and C. Drawing A was drawn by one person, and Drawings B and C by another.

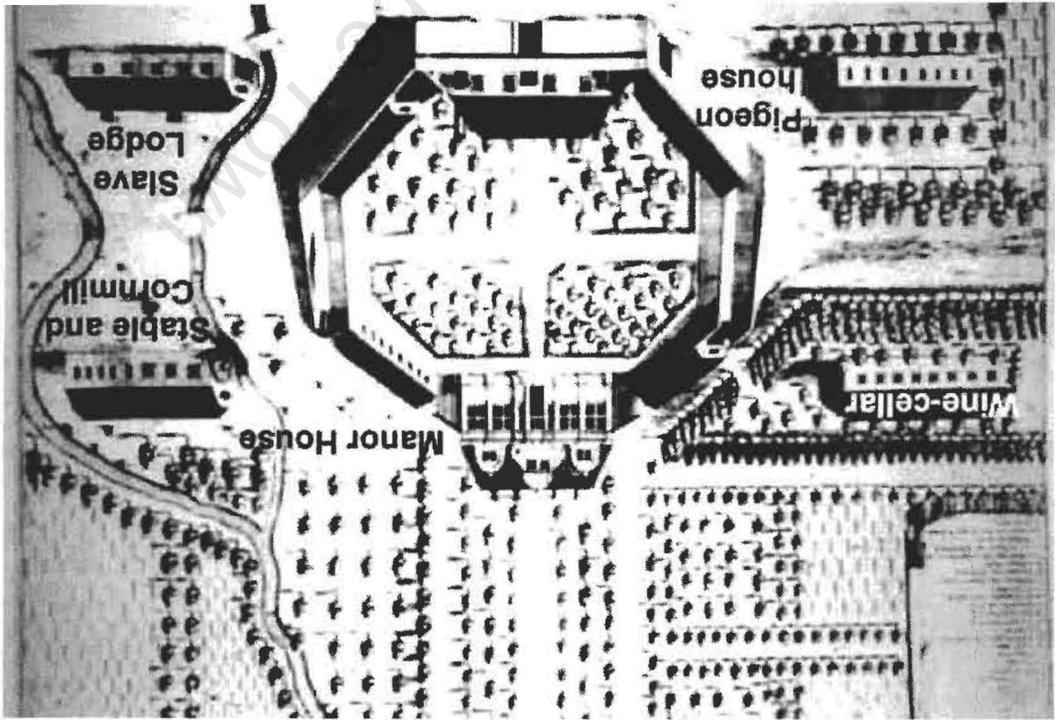
Q1: Why do you think that two people would have drawn such different pictures of the same farm?
A1:
Q2: You are an archaeologist and you have to discuss what Vergelegen looked like but the only resources you have are the three historical drawings you have discussed. How would you describe the farm? ! Clue Remember that you may not be able to say which depiction of the farm is more accurate.
A2:

Drawing A



Drawing B





Drawing C

Information Box 4



This is Vergelegen; it is a wine farm in Somerset West. This is a picture of the Manor House (the main house) on the farm.

Willem Adriaan van der Stel owned Vergelegen between 1700

and 1711; it was one of the largest farms in the Cape colony during the 1700's.

Van der Stel was the Governor of the Cape. He was very powerful. He produced large quantities of fruit, nuts, wine, meat and vegetables on Vergelegen. He needed large numbers of slaves to work on his farm. He took slaves, who were owned by the Dutch East India Company, without the Company's permission.

He prevented neighbouring freeburghers * from selling the goods produced on their farms, to people who lived at the Cape. As a result the freeburghers, whose businesses were affected by his actions, decided to write and complain to his superiors in the Dutch East India Company. They produced a document called the Contra Deductie, which was accompanied by the illustrations of the farm shown in Drawings B and C of Assignments Two and Three. Their aim was to show a large wealthy powerful businessman who took unfair advantage of his position of Governor of the Cape. They demanded that his farm be divided into four sections and the manor house destroyed.

In their document, the freeburghers mentioned that the slave lodge, the manor house and the wine cellar all had "diefysters" or iron burglar bars on the windows. In an evaluation of the estate that was carried out before it was subdivided, the slave lodge was noted as measuring 38 m long and 12 m wide.

Van der Stel was angry when he found out what the freeburghers had done, and

he punished them by having them thrown into the dungeon at the Castle. He wrote a document in his defence and attached an illustration of his farm, which is shown in Drawing A of Assignments Two and Three. His aim was to present Vergelegen as being a farm on a frontier that was surrounded by danger. The danger being Khoisan people with their spears and dogs, and the large lions and imposing mountains surrounding the farm. The manor house in this picture is shown as having low thin walls to protect it from the danger. No emphasis is placed on the large extent of the orchards, vineyards and buildings on the farm.

Van der Stel was recalled to Amsterdam in order to appease the freeburghers, and his estate was divided into four pieces and sold in 1711.

Freeburghers: Dutch East India Company employees who had been released from their contracts with the company. It was important for the colony to produce its own food supply, so they were provided with farms. The Company had control over whom they could sell their produce to.

Further Reading

These articles were referred to in the production of this lesson:

1. Markell, A. B. 1993. Building on the past: the architecture and archaeology of Vergelegen. South African Archaeological Society Goodwin Series 7:71-83
2. Sealy, J.C., Morris, A.G., Armstrong, R., Markell, A. and Schrire, C. 1993. An historic skeleton from the slave lodge at Vergelegen. South African Archaeological Society Goodwin Series 7: 84 – 91.
3. Viney, G. and Proust, A. 1989. Colonial houses of South Africa. Cape Town: Struik
Winchester: 27. For the image of the Vergelegen Manor house in Information Box 4.

Do you want to read more about the Dutch East India Company? You can refer to:

1. Elphick, R. and Giliomee, H. 1992. The shaping of South African society, 1652 – 1840. Cape Town: Maskew Millar Longman.
2. Worden, N., van Heyningen, E. and Bickford-Smith, V. 1998. Cape Town. The making of a city. Cape Town: David Philip.

Do you want to read more about slavery at the Cape? You can refer to:

1. Bank, A. 1991. The decline of urban slavery at the Cape, 1806 to 1843. Communications 22. Cape Town: Centre for African Studies, University of Cape Town.
2. Shell, R. C.-H. 1994. Children of bondage. Johannesburg: Witwatersrand University Press.
3. Worden, N. and Crais, C. 1994. Breaking the chains. Slavery and its legacy in the nineteenth-century Cape colony. Johannesburg: Witwatersrand University Press.
4. Worden, N., van Heyningen, E. and Bickford-Smith, V. 1998. Cape Town. The making of a city. Cape Town: David Philip.

Lesson Four

Instructions to teachers

- In this lesson your learners will complete Assignment 4.
- They will be required to study historical sources and describe what they have found out about the slave lodge and the slaves who lived and worked at Vergelegen.
- Refer your learners to what they learnt about Vergelegen in Lessons Two and Three.
- The answers to Questions One and Two should be drawn from Information Box 4 and Drawing C of Vergelegen.
- Questions Three and Four require some imagination and initiative from your learners. There are no right or wrong answers.

Grade

Eight

Duration

50 minutes

What are the outcomes of this lesson and Assignment 4?

Your learners will:

- Develop independent learning skills
- Describe what they know about the slaves from the historical documents provided.
- Describe what they know about the slave lodge from the historical documents provided.
- Be encouraged to empathise with the slaves who lived at Vergelegen.

What could be done to achieve this learning?

- Your learners will work by themselves for this lesson.
- They can discuss the answers with their groups, but you should encourage them to write down how they feel as individuals.
- You may want to take in this assignment and give them an individual mark.

Classroom Organisation

You may want to organise your class the same way you did in Lesson One.

How could Assignment 4 be assessed?

You may want to give each of your learners a grade based on the following criteria:

A	<ul style="list-style-type: none">- They listed what they knew about the slave lodge, this can be seen in Drawing C e.g. the slave lodge is next to the river, it is 38m long and 12m wide, it has 5 windows on each side etc.- They listed what they knew about the slaves, this can be read in Information Box 4 e.g. there were 200 slaves who slept in the slave lodge, and they worked in the orchards and vineyards.- They were able to empathise with the slaves. They didn't just discuss the material possessions that the slaves had, and what work they did. They went further to think about, for example, how the slaves felt about being slaves, whether they wanted to go back home, and whether they missed their family and friends.- They used their imagination when answering Question Four. They might make some reference to what they have learnt about slavery in other lessons outside this project.
B	<ul style="list-style-type: none">- They listed what they knew about the slave lodge, this can be seen in Drawing C e.g. the slave lodge is next to the river, it is 38m long and 12m wide, it has 5 windows on each side etc.- They listed what they knew about the slaves, this can be read in Information Box 4 e.g. There were 200 slaves who slept in the slave lodge, and they worked in the orchards and vineyards- They were able to empathise with the slaves. They only mentioned how the slaves would have felt about certain issues in brief sentences with no discussion e.g. The archaeologists wouldn't be able to find out that I was unhappy and hungry.- They used some imagination when answering Question Four, but didn't discuss their answers in any detail.
C	<ul style="list-style-type: none">- They only described the slave lodge briefly.

	<ul style="list-style-type: none"> - They did not read the information provided in the past and couldn't find anything out about the slaves. - They either weren't able to empathise with the slaves; or they only mentioned a few points that might suggest they thought about the question, but they didn't elaborate. - They didn't think about what was required of them when they answered Question Four. They didn't use their imagination.
D	<ul style="list-style-type: none"> - They didn't complete all the questions. - They didn't understand some of the questions, and guessed answers, which were incorrect. - They didn't attempt to answer Question Four.

University of Cape Town

Assignment 4: The Slave Lodge at Vergelegen

Today's Date	
Your Name	
Your Teacher's Name	
Your Group Number	

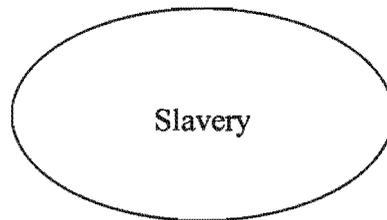
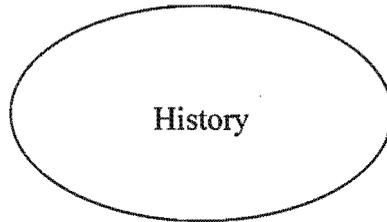
Read through Assignments 2 and 3 again, and look at what you have learnt about Vergelegen already, from the historical documents.

Q1: What can you find out about the slave lodge? How big was it? Where was it situated on the farm? What were the walls and roof made from? Write down as many things as you can find out.
A1:
Q2: What do you know about the slaves who lived at Vergelegen? How many worked on the farm? Where did they sleep?
A2:
Q3: Imagine that you are a slave living and working at Vergelegen. What can't an archaeologist find out about your life by reading through the historical documents that you have studied so far? ! Clue: One thing that an archaeologist can't find out from the historical documents, which we have studied so far, is what your name is.
A3:
Q4: What types of historical sources do you think the archaeologist could use to find out these things about you? ! Clue: One thing an archaeologist could use is a diary that you or your friends wrote in everyday.
A4:

Personal Meaning Map

Name

Date:



University of Cape Town

Table 1.1 Personal Meaning Maps: Phrases and keywords used by the learners at School B to express their knowledge of the subject of history. F – Frequency

History - Knowledge	F
History deals with the past. What happened, how people lived	19
Family trees – oral history, knowing where we come from, personal diaries	18
Colonisation – The British and the Dutch taking over South Africa and becoming rich at the expense of the poor	14
The Khoi Khoi and the San – how they lived, what they ate, what they looked like	12
There is a link between the present and the past. History is always happening	11
Development of technology – telephone (Alexander Graham Bell), the stove	8
Wars	7
Archaeologists dig up things to find out what happened in the past.	4
Apartheid and the Group Areas Act	4
Historical places and buildings – the museum, the Slave Lodge, the Castle	4
There is no link between the present and the past. What happened in the past is different to what is happening now.	4
Dates and events	4
Discovery – Christopher Columbus. He drew maps	4
Long time ago	3
Important people	3
Dinosaurs – extinction	3
Science and Geography help us to understand the past too	1
Historians are different to archaeologists	1
1994 Elections – Nelson Mandela and De Klerk	1
Mbeki is a good president because he gives people houses	1
Future	1
What road names mean	1
Some people still live the way they used to in the past	1
Egyptians – Nile River and Papyrus	1

Table 1.2 Personal Meaning Maps: Phrases and keywords used by the learners at School B to express their opinions of the subject of history. F – Frequency

History - Opinion	F
We can learn from the past – it helps us now	8
Interesting and exciting	8
History is boring because the teachers dwells on the past / she repeats herself	6
It is important to understand the past	1
What happened in the past is wrong	1
It brings back painful as well as good memories	1
Enjoyed doing the family tree – could speak freely / know where I come from	1
Use your imagination – picture past people and events	1
Stories are fascinating	1
Why should we learn it? Why is it so important?	1
Enjoy it a lot	1

Table 2.1 Personal Meaning Maps: Phrases and keywords used by the learners at School B to express their knowledge on the subject of slavery. F – Frequency

Slavery - Knowledge	F
Workers. Work hard without getting paid	15
Whites enslaved blacks	10
Selling of people, owning of people	10
They treated them badly, they hanged them. They tortured them. Dark dungeons	8
The British and Dutch came and took people from South Africa away to do their work in Britain. Colonists came and took people away to different countries.	8
Didn't treat them well if they didn't work	7
Families torn apart	6
They didn't wear shoes – only rich people could wear shoes. They had no shoes and this showed that they were slaves	6
Slaves came from different parts of Africa	6
Children were enslaved from 12 years old. Children of slaves belonged to their owners	5
Male slaves worked in the fields. Female slaves worked in the house. Slaves had to keep the houses clean	4
The colonists took the Khoi Khoi into slavery. The Khoi Khoi lived in the desert without food. We work for money and buy food in shops these days	3
Slaves were taken from Africa to America. The Spanish and Portuguese took slaves.	3
Slave Lodge	3
In Cape Town slaves were used to transport meat and vegetables onto ships. Slaves had to carry things	2
Jan van Riebeeck brought the slaves to the Cape	2
Apartheid. Slavery is one of the reasons why we have conflict between our races, black versus white, coloureds versus Muslims and this all because of slavery.	2

Slavery - Knowledge	F
Slaves came from Britain, Asia, America	2
Slavery took place then, a long time ago and doesn't anymore	2
Started centuries ago but still goes on in some places	2
No rights	2
Khoi and San were normal people, they weren't slaves	2
Slaves bring sickness to the countries they are taken to and by the time doctors get to them they have died already	1
The slaves lived in the Slave Lodge	1
Some slaves played instruments	1
Difficult life	1
Slaves transported on boats. No room	1
Lived in houses made from straw	1
After the slaves were freed many died	1
After the slaves were freed I don't know where they went	1
Some slaves went back to their families and told them their experiences	1
Lived in bad conditions and it was very unhealthy	1
The slaves with knowledge were used to teach the other slaves	1
After slavery when the slaves were freed they celebrated. They flew the British flag. They had to work for another four years in Cape Town. The tree that the slaves used to sit under was cut down.	1
When slaves were freed they got their own rights but stayed where they were.	1
Slaves were kept in chains	1

Table 2.2 Personal Meaning Maps: Phrases and keywords used by the learners at School B to express their opinions on the subject of slavery. F – Frequency

Slavery - Opinion	F
Wouldn't want to tell people if her ancestors were slaves because other people will think that it is something to be ashamed of / they would make fun of you.	11
Wrong, bad, cruel, horrible, sad	9
Very sad – why did people treat them like that? Pain	6
People treated like animals – bad because both black and white people should be free. No person is better than another. All people are the same	5
Would feel hurt because my ancestors would have been treated like a nobody. I will have no respect and will be treated like rubbish [if people found out that I had slave ancestors]	2
Discrimination	2
A slave ancestor can be a role model – she had to fight for her rights	1
I would feel bad [if my ancestors were slaves] for my grandmother and mother because she wouldn't have been there for my mother.	1
It is very cruel; how they beat them and raped the women and that's how we came into the world – the coloureds	1
It is not nice because they made them lie in the boats together and eat their own vomit	1
Racism	1
Unjust – why didn't they use their own people?	1
Things must come out [slavery] because they will help us change things	1
It wasn't right. It was their land and people just took it away.	1
I would tell people if I had slaves as ancestors so they would know where I came from	1
I don't like white people only some	1
People are still servants today but I don't like it	1

Appendix C: School C

Curriculum Material: Sections One to Eight

Personal Meaning Map

Table 3.1 Personal Meaning Maps: Phrases and keywords used by the learners at School C to express their knowledge of the subject of history before and after the programme.

Table 3.2 Personal Meaning Maps: Phrases and keywords used by the learners at School C to express their opinions on the subject of history.

Comprehension Test

Data gathered from the assessments of the programme written by the learners at School C.

Reflections on the Vergelegen material by Teacher 1 at School C.

Interview with Teacher 1 and Teacher 2 on Tuesday 13 March 2001

Checklist, provided by Teacher 1 for her learners, on how to examine sources

Curriculum Material: Investigating Vergelegen

Introduction

Through the use of this lesson material your learners will discover how archaeologists used sources of information when they investigated the slave history of the eighteenth century Cape farm of Vergelegen.

Through this lesson programme your learners will understand that:

- Archaeologists refer to a variety of sources of information during their work. The sources discussed are historical and artefactual.
- Every person / source consulted only presents part of the whole story about a past event. Personal biases affect accounts of past events.
- Personal biases and assumptions, on the part of the archaeologist, influence her understanding of past events.
- Archaeologists cannot know everything that happened in the past.

The skills your learners will develop:

- Critical thinking - the examination and comparison of different sources of information.
- Lateral thinking - working with, and studying, artefacts similar to those excavated at Vergelegen. The ability to imagine / project a whole object from the part / fragment that is provided.
- Interpersonal skills through co-operative / group work, and independent working skills. Archaeological work is both individual and co-operative. Specialists are drawn together to co-operate in creating an understanding of the past.

This lesson programme consists of eight sections, each section consisting of teacher guidelines and exercises for your learners to complete. You might choose to spread some of the sections over more than one lesson. Sections 1 and 5 use contemporary examples to explain concepts that will be explored in an historical context in Sections 2 and 6.

1. Did the Mpumalanga government really break the law?
2. Was Willem Adriaan van der Stel's farm really as big as a whole town?

3. What did Vergelegen really look like?
4. Where did the slaves live at Vergelegen?
5. What can we learn about people from the rubbish they throw away?
6. What can we learn about the slaves who lived at Vergelegen from the rubbish they threw away?
7. Who was buried under the floor of the Vergelegen slave house?
8. Glossary

Suggestions for assessment

- In order for your learners to develop independent and interpersonal working skills, it is advisable that group and individual work is done throughout the lesson programme. Sections 5 and 6 will be effective if done in groups. Section 6 Exercise 2 Question 9 and Section 7 Exercise 3 Question 7 involve each of your learners producing a piece of creative writing.
- Group work, and group presentations by your learners to the class, could be assessed informally by their peers. They could have discussions on whether each group understood and sufficiently answered the set questions.
- The participation of learners in group work could be assessed continually throughout the programme. Did they participate in discussions? Did they listen critically to what their peers had to say? Did they allow their peers to express their opinions? Did they give their answers or opinions clearly and concisely?
- Grades for levels of performance could be given for individual work.
- At the end of the programme a descriptive assessment of the achievement and participation of each learner, in group and individual work, could be provided.

Resources required

Each of your learners should have a copy of all seven sections. They should have an exercise book in which to write their answers.

Each of your learners should bring a bag of rubbish to class for Section 5. This rubbish should not contain any objects of a personal nature e.g. bank statements, or messy and smelly food remains.

Emma Sealy will provide you with four bags of artefacts required for Section 6, reference material for identifying artefacts, and articles on archaeology.

Prior knowledge required

Your learners should have a basic knowledge of what the Dutch East India Company was and Cape slavery (what a slave was, where they came from, how they were treated by their masters).

You should have a basic knowledge of what archaeology is. This can be acquired through referring to the following references, or through reading the articles on archaeology.

References and further reading

There is sufficient information provided in the Sections for you to teach your lessons but if you want to read more about slavery, you can refer to the following references.

All photographs used in this programme are Copyright © Anne Markell, Archaeology Department, University of Cape Town.

All artefacts supplied are teaching collections and are the property of the Archaeology Department, University of Cape Town.

1. Bank, A. 1991. The decline of urban slavery at the Cape, 1806 to 1843. Communications 22. Cape Town: Centre for African Studies, University of Cape Town.
2. Leibbrandt, H. C. V. 1897. The defence of Willem Adriaan van der Stel. Précis of the Archives of the Cape of Good Hope. Cape Town: W. A. Richards.
3. Markell, A. B. 1993. Building on the past: the architecture and archaeology of Vergelegen. South African Archaeological Society Goodwin Series 7:71-83.

4. McKenzie, C. & J. Arenstein. 15 to 21 December 2000. Chateau Mamparalanga. Weekly Mail & Guardian. Article retrieved from the Archives of the Electronic Mail & Guardian <http://www.sn.apc.org/wmail/issues/001215/OTHER56.html>
5. Sealy, J. C., Morris, A. G., Armstrong, R., Markell, A. & C. Schrire. 1993. An historic skeleton from the slave lodge at Vergelegen. South Africa Archaeological Society Goodwin Series 7:84-91.
6. Shell, R. C. -H. 1994. Children of bondage. Johannesburg: Witwatersrand University Press.
7. Worden, N. and Crais, C. 1994. Breaking the chains. Slavery and its legacy in the nineteenth-century Cape colony. Johannesburg: Witwatersrand University Press.
8. Worden, N., van Heyningen, E. and Bickford-Smith, V. 1998. Cape Town. The making of a city. Cape Town: David Philip.

University of Cape Town

Section 1 - Did the government of Mpumalanga really break the law?

Teacher guidelines:

This lesson uses a contemporary example to introduce your learners to the concepts covered in Sections 2 to 8. The example used is a Mail & Guardian article covering the government corruption that was behind the building of the Mpumalanga parliament.

The key questions for this section are:

- How can we find out what really happened in a past event?

Your learners could discuss that they could refer to as many sources of information as possible. They could read more about the Mpumalanga parliament in other articles.

They could also interview the people involved.

- How can we decide which stories about past events are the most reliable?

Your learners should discuss that every person involved in the event only presents part of the whole story, and that every person's account is influenced by their personal bias.

They should think about why the different stories about the Mpumalanga parliament were told.

Section 1 - Did the government of Mpumalanga really break the law?

Exercise 1:

The following extracts are taken from an article titled “Chateau Mamparalanga” by Chris McKenzie and Justin Arenstein, published in the December 15 to 21 2000 edition of the Mail & Guardian.

This article is about government corruption; Mpumalanga’s new parliament was built illegally.

Mpumalanga’s new R630-million legislature is illegal and its construction has destroyed at least three protected plant species. The controversial complex is almost complete, but it still has not been approved by the Nelspruit City Council or the National Department of Environmental Affairs and Tourism...

1. Mpumalanga is a province of South Africa. Do you know where it is?

*...Nelspruit City Council senior planner Susan Oosthuizen confirmed this week that provincial officials insisted they were **exempt** from normal building codes and regulations, and physically barred her building inspectors from the legislature construction site...*

2. What do you think the word *exempt* means?

...The government originally promised that the complex would not be visible and would not impact on the Lowveld Botanical Gardens. But the office is in fact two storeys higher than allowed and has encroached into the Nels River in places...

3. The government of Mpumalanga broke the law. What did they do? What do you think about this?

...Provincial and local affairs legal adviser Morongwa Mothiba also stressed that provincial governments were legally obliged to meet all local municipal planning and

building requirements. "The law is the law and no one is exempt. Building codes are there to protect the public and make sure that minimum safety and environmental standards are met," said Mothiba.

4. Mr Mothiba says that the laws in South Africa apply to everybody, it does not matter who they are. What do you think?

Exercise 2:

You learnt in Exercise 1 that the Mpumalanga parliament was built illegally. You are going to investigate whether this is true or not. During your investigations you have come across the following information:

MEC for Public Works Steve Mabona [one of the men responsible for the building of the Mpumalanga parliament] wanted to furnish the building with chairs worth R12 000 each. He said that the deals for the chairs had been cancelled before the province lost any money...

1. What do you think about spending R12 000 on a chair?

In another article titled "Tainted official wins key post", published by Independent Online on 26 September 2000, there was some more information about Steve Mabona

*...Mpumalanga Premier Ndaweni Mhlangu appointed Steve Mabona as public works, roads, transport and safety and security MEC. This was despite findings that Mabona played a key role in issuing **fraudulent** drivers licenses to Baleka Mbete-Kgositsile, parliament deputy speaker.*

2. What do you think the word *fraudulent* means?

3. Do you think that Steve Mabona is corrupt?

4. You have learnt that Steve Mabona said that the Mpumalanga province hadn't lost any money when he cancelled the order for the chairs. Would you rely on what he has to say?

5. What should you do when you investigate what really happened in Mpumalanga?

6. You must remember that everyone you speak to, during your investigations, will only tell you a part of the whole story. How can you find out what really happened by taking this into account?

University of Cape Town

Section 2 - Was Willem Adriaan van der Stel's farm really as big as a whole town?

Teacher guidelines:

The key questions in this lesson are the same as those in Section 1, except the subject is corruption at Vergelegen.

The final question in this section reads:

“You are an archaeologist and you have to investigate who is telling the truth. Is the farm as big as the free burghers say it is? Or is it a small house that Van der Stel suggests? How do you think you should go about finding out?” is an introduction to the following lesson.

This question is to encourage your learners to think about what different sources of information they could use. These could be more historical documents, maps and plans of the farm, and excavated artefacts.

University of Cape Town

Section 2 - Was Willem Adriaan van der Stel's farm really as big as a whole town?

Exercise 1:

In Section 1, you investigated whether the Mpumalanga government really broke the law. Through answering the questions in Section 1, you would have realised that every person that you would have spoken to, about the building of the Mpumalanga parliament, would have only told you part of the whole story. Each informant's account was also influenced by his or her personal **bias**.

1. Can you explain what a "personal bias" is?

This section also covers government corruption and the interpretation of different stories of past events. You will however be studying government corruption, and slavery, on an eighteenth century (1700s) Cape farm called "Vergelegen" that is located in Somerset West.

2. Have you visited Vergelegen? What did you think of it? It is open to the public today.

Exercise 2:

Willem Adriaan van der Stel was a Governor of the Cape (1699 – 1707) and he owned Vergelegen between 1700 and 1711. The neighbouring farmers or free burghers were unhappy about the way van der Stel treated them. They wrote and complained to van der Stel's employers – the Dutch East India Company

1. What was the Dutch East India Company?

The free burghers were Dutch East India Company employees who had been allowed to leave the company and work for themselves. It was important for the colony to produce its own food supply. The free burgers were provided with farms so that they could do so. The Company had control over whom they could sell their produce to; in other words, it kept the monopoly over produce sales.

2. Do you know the names of any of the farms that were given to the free burghers in Cape Town?

The following paragraphs come from the complaint the free burghers wrote about van der Stel to the Dutch East India Company. This is taken from H.C.V. Leibbrandt's "The defence of Willem Adriaan van der Stel".

We are not only very much oppressed here by an unjust and haughty domination of the present Governor Willem Adriaan van der Stel, but treated worse than slaves. The Governor has built, a country seat, large beyond measure, and of such broad dimensions as if it were a whole town...

3. What do you think the free burghers were trying to say about van der Stel in this paragraph?

...On that farm there are more than 60 Company's servants, sailors, and soldiers, and all these people draw their pay from the Company, but the Governor uses them for his own purposes. All access to the forests has been cut off to the burghers, for the Governor keeps them all to himself. The freemen are also forbidden to supply any refreshments, whether meat, wines or vegetables to foreign ships.

4. What did van der Stel do that the free burghers were unhappy about?
5. Do you think van der Stel was corrupt? Think about this carefully in the light of the previous lesson.

Van der Stel responded to what the free burghers had to say. This is an extract from his letter to the Dutch East India Company.

In reply to "The Governor has built, a country seat, large beyond measure, and of such broad dimensions as if it were a whole town." Van der Stel would have wished that in beholding the building erected by him, the free burghers had not made use of envious and exaggerated eyes, but their own natural ones. Had they done so they would not have judged van der Stel's homestead as a whole town but merely a house with one story, with

six rooms, a kitchen and a small cellar. Such a house cannot be considered too large for van der Stel's large family.

6. What is Willem Adriaan trying to say about the free burghers description of his house?
7. Whose account of the farm do you think you can rely on more? A clue is to examine the language that is used.
8. Archaeologists investigated what Vergelegen looked like in the past. Do you know what work archaeologists do?
9. You are an archaeologist and you have to investigate who is telling the truth. Is the farm as big as the free burghers say it is? Or is it a small house that Van der Stel suggests? How do you think you could go about finding out?

University of Cape Town

Section 3 - What did Vergelegen really look like?

Teacher guidelines

In this lesson your learners will draw on what they learnt in Section 2 as well as new historical sources of information to find out what Vergelegen really looked like.

The key questions in this lesson are:

- How can we understand what Vergelegen really looked like?

Your learners could read as many accounts of past events as possible, and look at historical drawings of the farm.

- How did personal bias affect the free burghers' and van der Stel's depictions of Vergelegen?

The free burghers wanted to show Vergelegen as extensive, with a large number of vines, orchards and buildings. Van der Stel wanted to present his farm as small, insignificant and confronted by danger (lions and people with spears and dogs). These drawings supported their letters to the Dutch East India Company discussed in Section 2.

- Is our knowledge of Vergelegen limited if we only refer to historical documents?

Your learners should think about what other sources of information they could use in order to find out what Vergelegen really looked like.

Section 3 - What did Vergelegen really look like?

Exercise 1

1. In the Section 2, the last question you answered was:

“You are an archaeologist and you have to investigate who is telling the truth. Is the farm as big as the free burghers say it is? Or is it a small house as van der Stel suggests? How do you think you could go about finding out?” What did you suggest?

2. During your investigations, you could refer to other historical documents. Why could it help to read more about what happened? If you need a clue, think back to when you investigated what really happened in Mpumalanga.

3. You could also try and find historical drawings or plans of the farm. How could this help?

Historians found the following drawings of Vergelegen. The free burghers drew Figures A and B, and van der Stel drew Figure C.

4. Do you know what an “historian” is?

Figure A – Vergelegen drawn by the free burghers

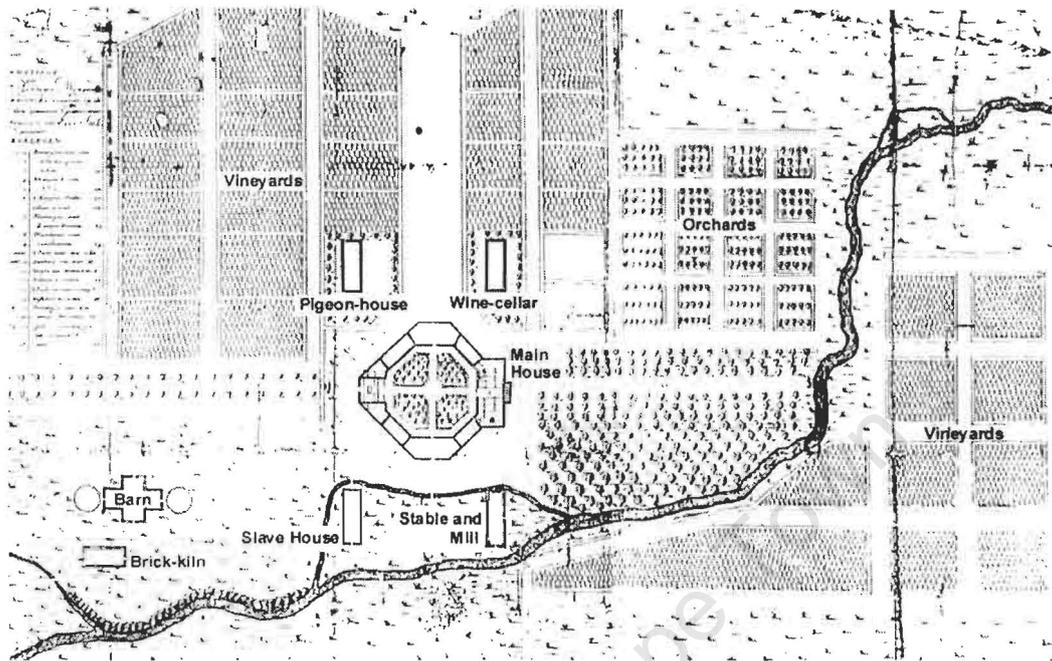


Figure B – Vergelegen drawn by the free burghers

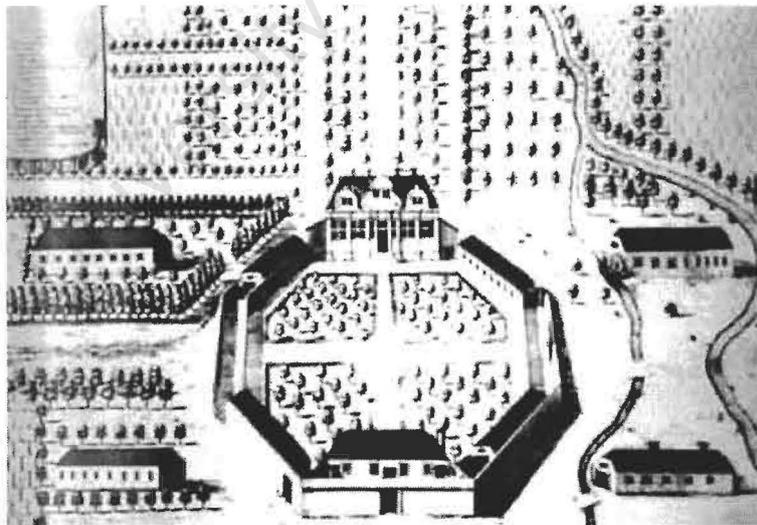


Figure C – Vergelegen drawn by Willem Adriaan van der Stel



5. Describe the farm that you see in Figures A and B.
6. Label the different buildings that you see in Figure B referring to Figure A for clues.
7. Do you remember what the free burghers said about Willem Adriaan van der Stel? Do their drawings of Vergelegen support their complaint? Explain your answer.
8. Remember that Willem Adriaan van der Stel was defending himself against the criticism of the free burghers. Describe the farm you see in Figure C.
9. The animals standing on the mountainsides are lions. Why do you think van der Stel drew them so big?
10. In Figure C the people standing in the road are carrying spears and have dogs with them. Do you think they look dangerous?

11. Why do you think that Van der Stel included pictures of people with spears and dogs, and lions in his drawing?
12. Do you think that Van der Stel's drawing supports his argument? Explain your answer.

The following is an extract from a letter written by the Dutch East India Company, about Vergelegen, to the government at the Cape. This is taken from H.C.V. Leibbrandt's "The defence of Willem Adriaan van der Stel".

To the Governor and the Council at the Cape of Good Hope, or to him or them who shall at that time be in chief authority there. Regarding the buildings in the form of houses, stables, slave quarters etc. on the farm, you are to endeavour to make an agreement about them with the aforesaid Governor Willem Adriaan van der Stel, in order to take them over for the Company, or should you not be able to agree with the Governor, we allow him to break down the aforesaid buildings or to keep them for himself, or to benefit from them otherwise, just as he thinks fit, however nothing shall be taken by the Company except the stables, slave house, and such useful serviceable buildings; but no means his large dwelling house, as it is our order that he shall break it down, as such buildings are built more for ostentation and for splendour than necessary use by the Company's servants.

The aforesaid ground having reverted to the Company as directed is to be divided into two, three or more portions as may be found to be best and most convenient; and then sold by public auction to the highest bidder.

13. What do you think *ostentation* means?
14. What did the Company say should happen to van der Stel's farm and house?
15. Do you think the Company agreed with the free burghers?
16. Having examined the drawings and the letter from the Dutch East India Company, whose description of the farm do you think is more reliable – van der Stel's or the free burghers'?

The Main House at Vergelegen wasn't broken down as the Company suggested, but the farm was divided into four pieces, which were sold. Willem Adriaan van der Stel also lost his position as the Governor of the Cape.

17. Complete the following table with a partner.

What else would you like to know about Vergelegen?	What source of information could you use to find this out?	Do you think this source of information is reliable? Explain your answer.

Section 4 - Where did the slaves live at Vergelegen?

Teacher guidelines

The key questions for this section are:

- Where did Cape slaves come from?
- Was Willem Adriaan van der Stel's description of his slaves influenced by his personal bias?

- What do the letters A to D in Figure B refer to?

These features can be identified by referring to the free burghers' drawings of the farm. "A" refers to walls; "B" to stone pillars which supported wooden poles that held up the roof; "C" to hearths; and "D" to a doorway

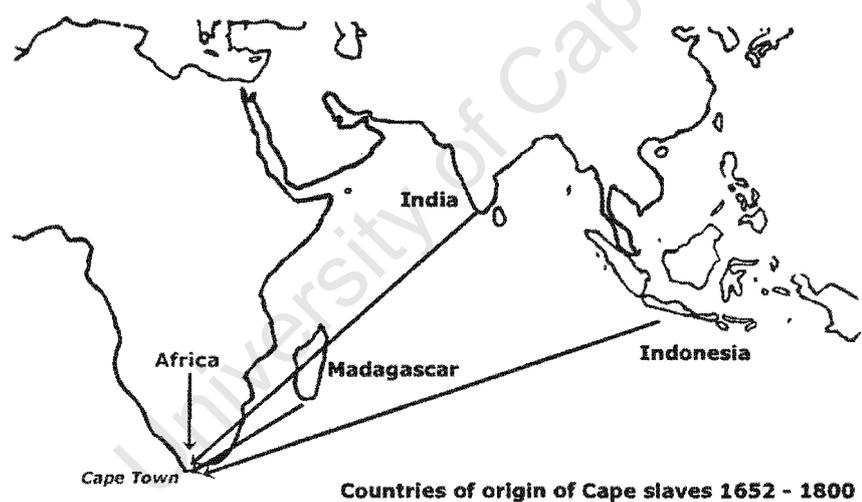
- How could we find out more about the slaves who lived and worked at Vergelegen?
Your learners might suggest the use of archaeological artefacts, slave diaries, oral histories and government records of slaves names and countries of origin.

Section 4 - Where did the slaves live at Vergelegen?

Exercise 1

1. In the last two lessons you have examined drawings and documents produced by Willem Adriaan van der Stel and the free burghers. What have you learnt, from these sources, about the slaves who lived and worked on the farm?
2. From which countries were slaves brought to the Cape? Look at Figure A if you need some help.

Figure A – The Countries of origin of Cape slaves



Slaves in South Africa were bought in West Africa, Madagascar, India and Indonesia, and brought to the Cape in ships. They were sold at Cape Town to new owners. Slaves had few rights: they rarely received payment for the work they did, they could not marry in Christian churches, and the children of slaves became slaves.

The following is an extract from van der Stel's letter to the Dutch East India Company.

Regarding the charge [from the free burghers] that “he had employed the best male and female slaves of the Company for his own use” he [van der Stel] wishes to state as the truth that at various times, and from various persons he had bought with his own money and for his own private use more than 200 slaves...he had in his service about 20 slaves, who were the property of the Company...he was often very badly served in his house by [the Company’s] slaves and would have been much better served honestly and cleanly by some of his own slaves, who during the night were not taken to the slave lodge, in order not to be soiled by the crowd of dirty and stinking creatures congregated there.

3. How many slaves worked for van der Stel? What kind of work do you think they did?
4. What was the charge that the free burghers brought against him regarding the use of Dutch East India Company slaves?
5. How did van der Stel respond to this charge?
6. What did van der Stel have to say about the Company’s slaves who worked for him?
7. Do you think van der Stel’s description of the Company’s slaves is reliable? Explain your answer.
8. How do you think you could find out what the Company’s slaves were really like?
9. What does this tell you about how owners treated their slaves?
10. Do you know anything else about the slaves who lived and worked in Cape Town?

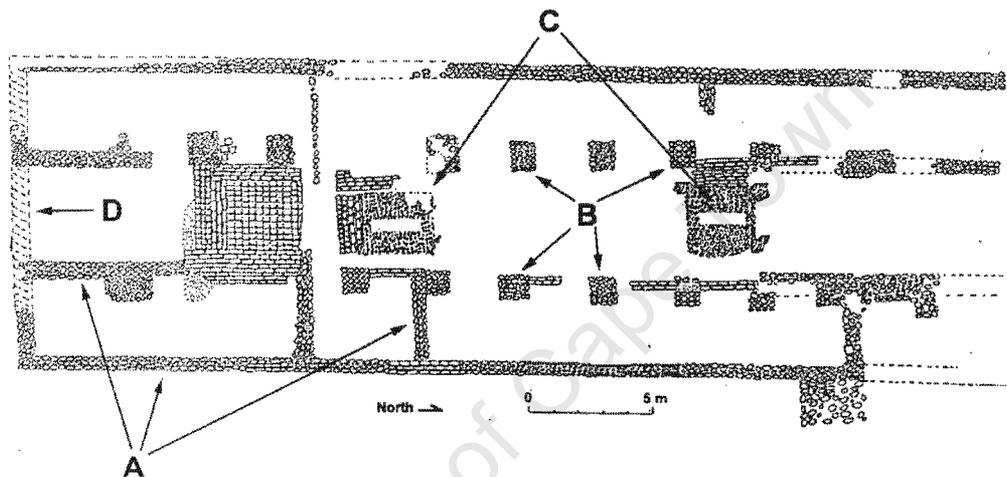
Exercise 2

Archaeologists used the drawings produced by the free burghers to locate the slave lodge at Vergelegen. Figure B is a diagram of what they found in the ground.

Figure B – The Vergelegen slave house

Adapted from: Markell, A. B. 1993. Building on the past: the architecture and archaeology of Vergelegen. South African Archaeological Society Goodwin Series 7:71-

83.



1. Describe the location of the slave lodge by referring to the drawings of the free burghers that you studied in the previous lesson.
2. Using the knowledge that the river was at the South end of the Slave House, write down the features that the letters A to D refer to, in Figure B.

3. Complete the following table with a partner

Things to find out about the slaves who lived and worked at Vergelegen	What sources of information could you use to find these things out?	Do you think this source of information is reliable? Explain your answer.
What did they eat?		
What utensils did they use in their kitchen?		
What did they wear?		
What were their names?		
What did they think about being slaves?		

Section 5 - What can we learn about people from the rubbish that they throw away?

Teacher guidelines

In this section your learners will understand how to analyse and work with contemporary artefacts, this serves as an introduction to Section 6 in which they work with artefacts similar to those excavated at Vergelegen.

Each of your learners should bring a bag of rubbish to class. This bag could contain metal, glass, plastic, broken crockery and paper. Specify that your learners shouldn't bring any articles that are either of a personal nature, such as bank statements, or messy and smelly food remains.

In this lesson your learners will work in pairs. They will first answer questions about their own bag of rubbish, and then about their partner's bag.

The key questions for this section are:

- How much can we learn about people from studying the rubbish that they threw away?
Your learners should realise that they can only learn a limited amount about people from studying the rubbish they threw away. In completing the Tables and answering Exercise 2 Questions 6 & 7, your learners will realise that they will not be able to say with any accuracy who threw their partner's rubbish away.
- How do our personal biases affect our interpretations of other people's rubbish?
Through answering Exercise 2 Questions 1 to 5 your learners will realise that they cannot make assumptions about people's religion, family size etc based on the few pieces of rubbish they throw away. For example, they might find a "7 Eleven" bag in the rubbish, this tells them that a person once carried something in a "7 Eleven" bag, but it doesn't mean they always shopped there. They might have obtained the bag from a friend.

Section 5 - What can we learn about people from the rubbish that they throw away?

Exercise 1

- Fill out Table A - Answer the questions about your rubbish.
- Swap bags of rubbish with your partner.
- Fill out Table B – Answer the questions about your partner’s rubbish.
- Don’t compare answers with your partner until you are finished answering all the questions.

Table A – Answer these questions about your rubbish

List the objects that are in the bag of rubbish	Why were the objects thrown away?	What were the objects used for before they were thrown away?	How do you know what they were used for?	Who used the different objects before they were thrown away?	How do you know who used them before they were thrown away?

Table B – Answer these questions about your partner’s rubbish

List the objects that are in the bag of rubbish	Why were the objects thrown away?	What were the objects used for before they were thrown away?	How do you know what they were used for?	Who used the different objects before they were thrown away?	How do you know who used them before they were thrown away?

Exercise 2

Study your partner's bag of rubbish, and try to answer these questions about the people who threw it away:

Questions	When you answer these questions also choose one of the following: I'm certain; I'm practically certain; My best guess or Not too sure.
Where do they buy their food?	
What did they eat during the week?	
How many people are in their family?	
What is their religion?	
Where do they live?	

Compare your and your partner's answers and try and answer the following questions.

1. Which of your answers are the most similar? Why do you think this is the case?
2. Which of your answers are the most different? Why do you think this is the case?
3. Do you think your partner's answers to Questions 1 to 5 accurately describe your family? Explain your answer.
4. Do you think your partner made assumptions about your family based on your rubbish collection? Explain your answer.
5. What did you learn about your partner's family from her bag of rubbish?
6. What did you assume about your partner's family from her bag of rubbish?

7. What did your partner tell you about her family that you couldn't learn about them from her bag of rubbish?

8. Think about what you have learnt during this lesson. You are an archaeologist studying a rubbish collection produced by people whom you don't know. What can't you assume about them from their rubbish? How do you think you could find this out?

University of Cape Town

Section 6 - What can we learn about the slaves who lived at Vergelegen from studying the rubbish they threw away?

Teacher guidelines

In this section you should divide your learners into groups. Each group should have a bag of artefacts, some plastic bags, some paper labels and a pen. Each group of learners should have copies of the reference material needed to identify the artefacts. Emma Sealy will provide the artefacts, bags, labels and reference material. During this lesson you may want to show your learners the articles on archaeology sites, which have been reported in the news.

The key questions for this section are:

- What is an archaeology site?

Your learners will realise that an archaeology site is any piece of ground that has evidence of human activity.

- What should we do if we find an archaeology site?

Your learners will understand that if they find an archaeology site, they should tell an archaeologist at the nearest museum or university.

- How much can we learn about the slaves who lived at Vergelegen from the rubbish they threw away?

Your learners will understand that as with all sources, artefacts only provide information on part of the whole story of past events. A variety of sources need to be referred to in order to create a balanced account of what happened.

- How do we identify artefacts that we don't recognise?

Your learners will refer to the reference material that will be provided by Emma Sealy.

- How do our personal biases affect our interpretations of the artefacts excavated at Vergelegen?

As in Section 5, your learners will understand that they should not make assumptions about what might have happened in the past.

Section 6 - What can we learn about the slaves who lived at Vergelegen from studying the rubbish they threw away?

Exercise 1

In this lesson you are going to study rubbish similar to that which the archaeologists excavated in the slave house at Vergelegen in 1991. The objects that were **excavated** are called **artefacts**. An artefact is anything that people have made or used in the past. All the objects you studied in the last lesson are artefacts.

1. Do you remember what “excavate” means?

Remember that these **artefacts** are old and come from archaeology sites, so you must be careful when you handle them. Archaeologists don't want members of the public to remove artefacts from archaeology sites. Doing this is also illegal.

2. Why do you think this is?

Vergelegen is an **archaeology site**. An archaeology site is any piece of ground that has artefacts on it.

3. Can you think of any archaeology sites that you have read about in the news?
4. What do you think you should do if you find an archaeology site?

Exercise 2

Look at the collection of artefacts your group has been given. Before you can start studying them you should divide them up into categories (groups).

1. Which categories could you use?
 - Label your categories with letters of the alphabet. For example, Category A - Glass, and Category B – Bone.
 - In each category you will have a few artefacts. Some will look similar and some different. Group all the similar artefacts together.
 - Put each group of artefacts into a plastic bag, and give it a number. Write a label to go in the bag. An example of this is: Category A Group 1.

Now you have grouped all your artefacts, and given each group a label, fill out the table below.

Group Label	Description of artefacts	What objects were these artefacts once part of?	What were these artefacts used for?	How do you know what they were used for?

2. There were artefacts that you could identify. How did you know what they were?
3. You might have also found that there were artefacts you couldn't identify. Archaeologists encounter this problem all the time. How do you think you could solve it?
4. Look through the pictures that you have been given. Can you now identify some of the artefacts that you couldn't identify before? Which ones could you identify?
5. Have you realised that now you have the pictures to refer to, you made some mistakes when identifying your artefacts before? What mistakes did you make?
6. Do you think you made assumptions when you decided what some of the artefacts were?
7. Now you have identified all your artefacts, what do they tell you about the people who threw them away in their rubbish?
8. Do you think the artefacts you studied are a source of information? Explain your answer.

9. In this lesson you have studied the rubbish that the slaves threw away. Now try and imagine what they wore. What do you think their kitchen looked like? What did they make for supper? You are a slave and you are going to make supper for your friends. What would you make for supper? What things would be on the table? Use the information that you have gathered, from the artefacts you have studied, to write a short paragraph.

University of Cape Town

Section 7- Who was the person who was buried under the floor of the Vergelegen slave house?

Teacher guidelines

In this section your learners will learn about the skeleton that was excavated under the floor of the Vergelegen slave house. They will use all the knowledge that they have accumulated throughout the programme to answer the questions in this section. You may want to spread this section over more than one lesson.

The key questions in this section are:

- What can we find out about the individual who was buried at Vergelegen by studying her bones?

Your learners will work through questions relating to age, sex, type of work done in life, diet etc. They will be encouraged to think about what other questions they could ask.

- What have we learnt about slave life at Vergelegen in this programme so far?

In answering the set questions in this section, your learners will be encouraged to refer to what they have learnt in previous lessons.

- What can archaeologists learn about what happened in the past?

Archaeologists can learn a great deal about what happened in the past, but they cannot know everything. The more personal questions provided at the beginning of Exercise 1 are difficult to answer.

- How do archaeologists learn about the past?

Archaeologists refer to a variety of sources of information. They are aware that every source only provides information on part of the whole story of past events, for this reason a variety of sources need to be used. These sources could be historical and artefactual.

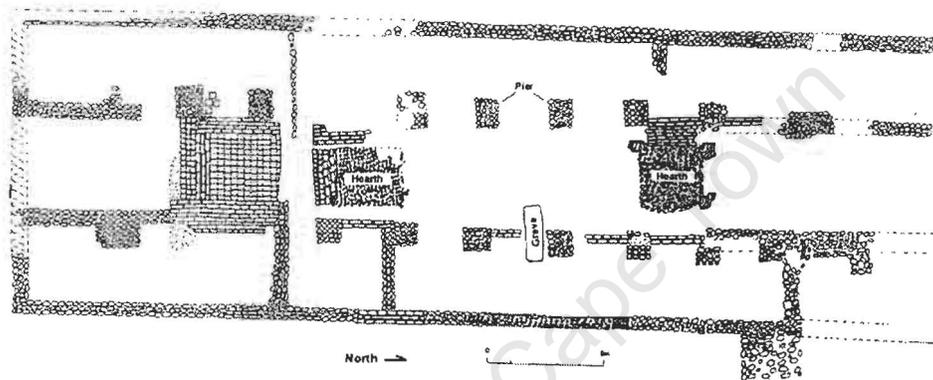
- What do archaeologists have to be aware of when using sources of information?

Every source is biased in a certain way; archaeologists need to be aware of this. They also need to be aware of how their own biases affect their reconstructions of past events.

Section 7- Who was the person who was buried under the floor of the Vergelegen slave house?

Exercise 1

Figure A



1. You have studied Figure A before. What does it show?
2. Do you remember where this building was located on the farm? Look back at what you learnt in Section 3.

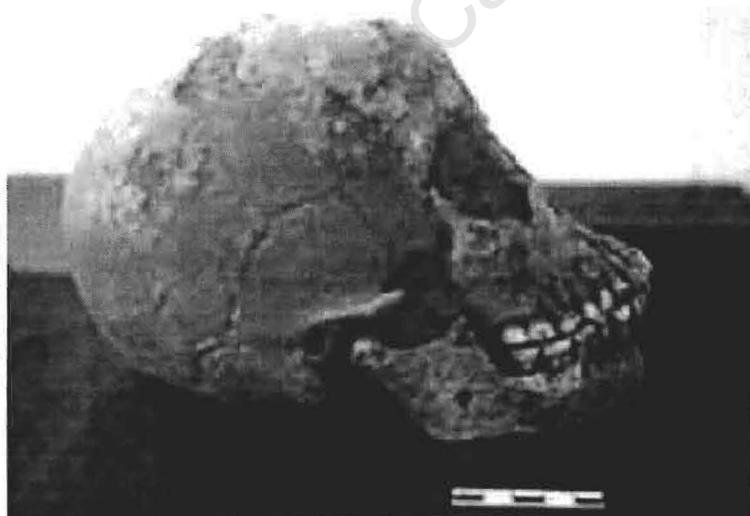
You can also see a grave marked on this plan. Archaeologists found this grave when they were excavating. Archaeologists treat all graves with respect, and the person they uncovered was reburied later.

3. What do you think about archaeologists excavating burials?

Figure B – Vergelegen burial



Figure C – Vergelegen burial



Figures B and C show the skeleton that the archaeologists excavated from the grave in the floor of the slave house. These are some of the questions the archaeologists asked about the person who was buried there:

What was the sex and age of the person?

Was he / she a slave?

If he / she was a slave, what country did he / she come from?

What did he / she eat during his / her life?

What kind of work did he / she do?

When was he / she buried in the slave house?

These questions were answered through analysing the bones of the individual, as well as the way he / she was buried, and any artefacts that were found in the same layer. There were some other more personal questions that archaeologists had but these were more difficult to answer:

What was his / her name?

How long had he / she worked at Vergelegen?

What did she wear during his / her life?

What was his / her religion?

What did he / she feel about being a slave?

What he / she think of Willem Adriaan van der Stel as a master?

Were any of his / her family members slaves?

4. Can you think of any more that you could add to this list?

Exercise 2

You are now going to try and answer some of these questions by using the information you have learnt about slaves in this programme so far, as well as new information that will be provided. The following extracts are taken from Sealy, J.C. et al 1993. *An historic skeleton from the slave lodge at Vergelegen*. South African Archaeological Society Goodwin Series 7:84 –91.

*The Vergelegen individual could have been buried as early as the late eighteenth century (1700s), or as late as 1853, in a grave cut through the **interior** floor of the slave house. The individual came to the Cape from a foreign land, probably as a slave brought from one of the areas known to have supplied slaves to the Cape at that time. The slave house was abandoned during the first half of the nineteenth century (1800s) and **demolished** later. The grave was cut through two floors of the slave house and covered by the debris resulting from the demolition of the building...*

1. Think back to the lesson titled “Where did the slaves live at Vergelegen?” Which countries did Cape slaves come from?

Do we know which country the Vergelegen individual came from?

Was he /she a slave?

What does *interior* mean?

What does *demolished* mean?

Where was he / she buried?

When was he / she buried?

*...The body was placed in a coffin, 1.69m long and 0.49 m wide at the top, tapering to 0.28m at the foot. The coffin was probably constructed of yellowwood with nails that may have been scavenged or reused. The burial was under the floor of the house, which may or may not have been occupied at the time, but which was certainly **unconsecrated** ground. The individual was unlikely to have come to the Cape as a Christian although she may well have become one later on. **Baptism** of slaves was not uncommon, and 85 out of the 1128 slaves recorded as having been owned by the Van der Stel family between 1680 and 1731 were baptised. As a Muslim she might have been buried facing east, but the site of the grave is inconsistent with Muslim burial practice. We cannot deduce the faith to which the individual may have belonged...*

2. How was the individual buried?
3. What does *unconsecrated* mean?
4. What does *baptism* mean?
5. What can you learn from this passage about the religions of van der Stel’s slaves?
6. What was the individual’s religion? Explain your answer.

*...There were no materials found with the skeleton, and no clothing remains or fasteners were found. Physical examination of the skeleton indicates a middle-aged woman of small stature. Her long-term health had been good, but she was plagued by **arthritis** towards*

the end of her life. The arthritis was particularly severe in her neck, lower back and hands. Little evidence of occupation is present but her clear muscle markings suggests she was fit, although not strongly muscled, and that she used her hands a great deal. If she were a slave she may have spent much of her time in service in the main house at Vergelegen, tending a cooking fire and preparing food...

7. What is the sex and age of the Vergelegen individual?
8. What was she wearing when she was buried?
9. What is *arthritis*?
10. What is an *occupation*?
11. Did she suffer physically from the work she did? Explain your answer.
12. What kind of work did she do?
13. Look back at the drawing of Vergelegen done by the free burghers, what other kinds of work could the slaves have done?

*...Analysis of her teeth indicate that as a child she ate a diet which included **tropical grains** and little if any seafood, which was an important component of her diet for many years before her death. The most likely explanation is that this woman arrived at the Cape in early adulthood. We cannot pinpoint exactly the place where she grew up, but it is unlikely to have been Europe, because Europeans at the Cape at that time came mostly from north-western Europe, where tropical grains were not an important part of diet. The results of the analysis are consistent with a childhood spent in a tropical or semi-tropical land. Probably she did not grow up near the ocean, since **seafoods** did not feature largely in her childhood diet. After moving to the Cape, she consumed seafoods on a regular basis. This supports the evidence of historical documents, which describe the importance of fish in the diets of slaves at the Cape in the eighteenth century. It is also supplemented by the recovery from the site of lead fishing weights, a fish spear fragment, and fish bones and scales. Fish was obtainable from the sea, or from estuaries and river mouths, and*

was thus an important source of cheap protein. It is very likely that this woman was, in fact, a slave.

14. What does *tropical* mean?
15. What are *grains*?
16. Did you find artefacts that are *seafood* in the Vergelegen collection that you studied?
What were they?
17. What other artefacts did the archaeologists find that showed that the slaves ate seafood?
18. What did she eat during childhood?
19. What did she eat during adulthood?
20. How does knowing what she ate during her life help you decide whether she was a slave or not?

Exercise 3

1. Look back at the questions that were listed in Exercise 1. Which of them remain unanswered?
2. Do you think archaeologists could ever find out the answers to these questions? How do you think they could do this?

Archaeologists realise that they cannot know everything about what happened in the past but they can use a variety of sources of information to help them know a small amount.

3. Complete the table below

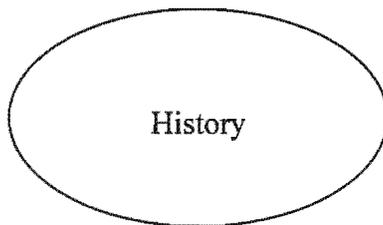
List the sources of information you have used during your investigation of Vergelegen's history	What have learnt about Vergelegen by using them?	Were these sources reliable? Explain your answer

4. Think about what you have learnt about the slave woman whom the archaeologists excavated. They called her Flora, but her real name remains unknown. Imagine that you are Flora. Write a creative essay, which is a diary of a typical day in your life at Vergelegen. You should refer to what you have learnt so far about the slaves who lived and worked at Vergelegen. You may want to include information on: the relations between you, your master and your fellow slaves; your master's character; how you feel about being a slave; which country you come from; your age; where you live; what the farm looks like; what work you do; and what you eat.

Personal Meaning Map

Name

Date:



University of Cape Town

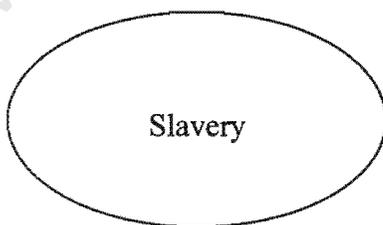


Table 3.1 Personal Meaning Maps: Phrases and keywords used by the learners at School C to express their knowledge of the subject of history before and after the programme. F – Frequency

History - knowledge. Before	F	History - knowledge. After	F
important events that are relevant - wars, battles, strikes, marches, WW1, WW2; dates – wars, events – apartheid, Events that effect our lives today (apartheid) – black people can go where they want now; effect – how apartheid has changed SA, D6, Great Trek, Gold mining	31	evolution - Adam and Eve, evolution I believe in it rather than the bible; how the first humans evolved - they originated in Africa	9
Past; learning about things from the past; background, times gone by; yesterday; everything before us that's happened; past events, long ago, the past - origins; about the past; helps us to find out where cultures and religions originate; the way life began, a pathway to the past, connection between the past and the present, what happened in the past, there is a relation between the past and the present, shape our future	26	WW 1 and 2	7

History - knowledge. Before	F	History - knowledge. After	F
sources; primary, secondary, tertiary, evidence - sources, Sources - stories, oral visual; Sources - maps e.g. of the slave trade, books, artefacts - anything you dig up, photos; interviews, newspapers, bias; diaries; textbooks and pictures - answer questions, evidence of history can be found from sources e.g. San and khoi	16	archaeology; we went to Langebaan with our teachers in Std 3, archaeology - amazing to find old things, I only like actual digging and stuff	7
Fossils; Find things that tell us about the past e.g. fossils and bones; Fossil that was found and can tell us how people looked in the past - skulls; artefacts and fossils; fossils, dates - evolution and animals, fossils, what people think of us from our remains, what is left, old stuff, old remains	11	Kosovo; Kosovo - current affairs	5
the way people lived before us ; studies people's way of life way back - how people lived; People; people not just dates; People - different events; people, places; what people were like, about people long ago and the countries they lived in	9	Egypt	5
bible vs evolution, the bible is symbolic; evolution; apes - evolution, development of humans over time - evolution, how we will evolve more, Evolution is true better than Adam and Eve, environment - evolution	9	Russian revolution	3

History - knowledge. Before	F	History - knowledge. After	F
Stories about famous peoples lives - Elizabeth 1; stories - different aspects and opinions; story from present to past, Different people feature in history e.g. Hitler, powerful people e.g. Mao Tse Tung, leaders	8	mixed farming	3
Dates every event has a date; timelines and dates; time, dates very relevant; BC/ AD	8	impressionism - art	3
present; present - Kosovo	6	debates	2
revolutions French, Chinese	6	learnt from peoples mistakes	2
sometimes people learn from their mistakes, people in history often made mistakes we can learn from them, learn from past mistakes - wars atomic bomb	5	settlement	2
working out happenings by looking at evidence; evidence such as artefacts, puzzle - different facts; discovery, bones - once wanted to be an archaeologist, archaeology	6	middle ages	2
inequality - struggle; differences - racism; fighting; conflict	4	French revolution	1
sometimes we don't learn from our mistakes, sometimes we do	4	Africa	1
Monarchies - Kings and Queens of England, Russian Revolution	3	slavery	1
ancient civilisations, empires, roman empire	3	ancient civilisations	1

History - knowledge. Before	F	History - knowledge. After	F
history repeats itself	2	how to analyse objects, distinguish bias - bones, nails; how to analyse things	1
our life is based on past history, understand where you are coming from	2	treatment of slaves	1
tells us about our ancestors; family	2	slavery	1
empowerment - women empower themselves; women	2	Chinese revolution;	1
South Africa, little bit of current affairs	2	bias - different points of view. There isn't just one side of the story	1
suffering - concentration camps; Bad things have happened e.g. slaves	2	skills - how to do group work	1
Good things have happened e.g. rights; Good things	2	van der Stel	1
Opinions - pictures, verbal, visual - The people of D6 vs the Government, Hitler vs the UK; peoples viewpoints on events	2	farms	1
not always true / unreliable; Not always accurate - bias.	2	colonisation of the Cape - trade	1
helps prevent further damage (past mistakes) know when to stop – agreements; learn about mistakes eg wars and genocide so that we don't repeat them	2	jews	1
connection between the past and the present	2	relevance	1
museums - waterfront; SACHM	2	roman and greek history	1

History - knowledge. Before	F	History - knowledge. After	F
Dutch people came and used Cape Town as a harbour, British and Dutch colonies		history repeats itself	1
big story	2	current affairs	1
history has taught us a lot about the past	2	can never know stuff for sure	1
leaders	1	things we had to identify	1
classes	1	lots of guessing involved - information sometimes has bias and doesn't represent everyone. Not always accurate	1
the way people, animals, plants co-existed	1		
plagues - disease	1		
killings	1		
seeing how people used to live their lives and put yourself in their shoes	1		
bombs	1		
survival	1		
important to find out how history influenced the world today	1		
affects people's lives	1		
supposed to learn from their mistakes	1		
Result - ie today and how we are is a result of our history - what happened influences where we are now	1		

History - knowledge. Before	F	History - knowledge. After	F
Not only battles and wars but also lives of men and women, civilisations eg Egypt, Social interactions eg racism	1		
world	1		
medieval times	1		
SA history - boring	1		
politics	1		
Jan van Riebeeck and travelling from Europe to India, stopping in Cape of Good Hope this is boring	1		

University of Cape Town

Table 3.2 Personal Meaning Maps: Phrases and keywords used by the learners at School C to express their opinions on the subject of history. F – Frequency

History - opinion. Before	F	History - opinion. After	F
Interesting e.g. WW2; I enjoy learning about the past	3	class discussion; I enjoy class discussion; prefer class discussions to lessons because it is interesting to listen to other people's opinions	7
favourite subject because it is about people; love history; interesting - humans; interesting	3	khoikhoi and san - interesting to know about their way of life	3
south african apartheid - boring way presented; SA history - boring; wars and sa history is boring	3	Hitler - fascinating; Hitler	3
we don't learn from our mistakes	3	enjoyed talking about corruption; corruption is not new news I loved the section on corruption	2
I find it enjoyable but it can be boring; can be boring	2	I enjoyed most of the lessons where we looked through the old artefacts and finding out what they (slaves) did and used; enjoyed looking at artefacts - fun theories	2
european history is interesting; interested in the russian revolution and european revolution	2	sorting artefacts is the most interesting - guessing what they were; don't always assume things about artefacts	2
I liked russian history and the tsar's family	1	dislike writing essays ; dislike exercises and taking notes	2

History - opinion. Before	F	History - opinion. After	F
I like german history and recent history	1		1
history in itself is an enjoyable subject	1	I enjoy figuring out and putting the pieces together	1
I am interested in evolution, is it true or not?	1	I enjoyed looking at sources - looking at both sides of the story and forming your own opinion	1
videos are interesting	1	sources - yukky, have done them in the past	1
dates - boring; Dates aren't interesting	1	Favourite parts of history: mediaeval times, renaissance, Russian revolution	1
Exciting	1	SA history and Chinese revolution are boring	1
Enjoyable	1	don't like writing down from overheads	1
Wwars and revolutions - interesting and enjoyable because there are group discussions and debates	1	do not like writing notes in class	1
Fascinating	1	love lateral thinking	1
Informative	1	social talk more than for work	1
overwhelming at times	1	long time for homework	1
useful socially more than for work	1		1
prefer not sa history but understand it needs to be understood	1	if we made a time capsule, what would be left after 100 years	1
important for me to know about the world to understand it more	1	when you are in the classroom you feel the teachers are on the high level and that no-one really respects you	1
creative and personal - posters, expression, empathy	1	Chinese revolution - boring	1

History - opinion. Before	F	History - opinion. After	F
Events WW1, WW2 . This is boring. Apartheid revolutions	1	Go on outings - makes one more interested	1
		look at more things rather than just read	1
		politics - my brother is a politician	1

University of Cape Town

Comprehension Test

Teacher 2 drew up the questions for this assessment and they were as follows:

- 1.1 What methods do archaeologists use to discover the diet of prehistoric people? (2)
- 1.2 How might this information be useful in assessing prehistoric bones? (2)
- 2.1 What factors did the archaeologist who discovered the Melkbosstrand Skeleton take into account when deciding that this was the skeleton of a San person? (4)
- 2.2 Explain the relationship between the diet of the San and their environment. (6)
- 2.3 Is it possible to say what habitual physical activities the San were involved in? Discuss (3)

1. What evidence is there that the early San came into contact with early Dutch settlers? (2)
2. From the information you have studied regarding the Vergelegen and Melkbosstrand skeletons, discuss how useful objects are in providing historical information. (6) /25/

She provided model answers against which the learners' answers were measured.

These were:

- 1.1 Bones of skeleton are chemically analysed.
- 1.2 Used to assess diet – seafood and land animals; help to determine where someone came from.
- 2.1 Took into consideration the fact that the skeleton was found near the coast – where San lived; the midden contained stone tools used by the San; food eaten was tortoise, fish, snakes, antelope – eaten by hunter-gatherers; beads also worn by San.
- 2.2 If San found to eat a diet of seafood it could be assumed that they lived by the sea; if San found to eat land animals they probably lived inland (big animals would be hunted like antelope) small animals like tortoises and snakes found at the coast and inland. San were migratory.
- 2.3 Hunter-gatherers ate animals, which needed to be hunted; stone tools used which means they were Stone Age people who hunted; fishermen as they would have to have eaten their seafood.
- 3.1 Blade-like tool uncharacteristic of San tools
4. Prehistoric remains are good sources of information in assessing where a person came from; whether a person was male or female; what that person ate during childhood and

adulthood; what sort of work that person engaged in; the religion of the person depending on how he/she was buried; the age of the person when he/she died.

University of Cape Town

Data gathered from the assessments of the programme written by the learners at School C

The assessments that the learners at School C wrote were read keeping in mind the outcomes of the course. Quotes have been taken from their work where appropriate. The learners have been given numbers. Additional information on the knowledge that they developed and their opinions on the programme has been included at the end.

Through this lesson programme your learners will understand that:

1. Archaeologists refer to a variety of sources of information during their work. The sources discussed are historical and artefactual.

(1) - We had to look through our own rubbish as well as other people's (that's what archaeologists do). I found out how we can assume one thing and find out something else, how we jump to conclusions without knowing the truth, how we judge and decide things in a heartbeat without seeing all the evidence all in the name of 'history'.

2. Every person / source consulted only presents part of the whole story about a past event. Personal biases affect accounts of past events.

(1) - I enjoyed talking about Bias, bias with sources, with other people and with ourselves and we discovered the "hidden truth". We were given an assessment to do, to see if we understood the issues at hand, to see similarities and differences in source to identify bias and different points of view and to assess the reliability of sources. I think I understand that now and I can say 'yes' to those questions.

(2) - Throughout the course, especially when reading sources from Photostat sheets I had good practice at bettering my assessment of a source, its reliability and which of the sources are most accurate (that, in particular was a new exercise for me which I found hard, but challenging to discuss and come to a conclusion about). An obvious example of this was the section about Vergelyking and the pictures of it.

(3) - I learnt how to identify bias points of view by looking at the different articles, in the Mail and Guardian. The articles were about the Mpumalanga government being corrupt. I also learnt that you can't always believe what you read. You must ask questions and challenge the source, in this exercise our source was the newspaper.

(5) - During this course I have learnt how to identify bias, check whether sources are reliable and decide why they are or aren't reliable. We have also learnt about corruption and how it dated back to times of Simon van der Stel and before. I think the main technique we learned is to ask questions, without doing that we would not have been able to find out where we came from. We have learnt to analyse archaeological finds by what we know of today and by the objects found together. On the course I think the most important assessment we have learnt is to ask questions. Without asking who, what, where, how and why something happened we have no way of telling about things that happened in the past.

(7) - Reading a source and trying to pick out bias in it, was a valuable skill to learn. Sometimes we had to read between the lines and sometimes it was staring right at you. Finding bias also contributed to another skill of checking and reliability of a source. Many things had to be checked before it was safe to make a 'just' comment on the article.

(8) - One of the main things I have learnt is that it is very possible to make assumptions. It is extremely easy to judge an event or person after hearing only one side of the story. Often, however, it is necessary to make assumptions, in which case an example would be the studying of artefacts. I found this section particularly interesting as we needed to think a little further than what we saw. We couldn't expect what we know an object to look like now, to have been unchanged then. Of the entire course, if I had to choose which part of it captivated me the most, it would, without a doubt, be the corruption discussion. It is fascinating to see how two different sides see the same event so completely differently, as well as how other evidence corroborates with one of the two. Most of the discussion was to do with corruption of government. It is very easy to make assumptions based on the stereotypes surrounding various governments these days and yet during the discussion it was easy to see the government's point of view. I am not, however, condoning wrong things that governments do which have been PROVEN.

(9) - As a group our class learnt to assess the different sources. We looked at many sources with contents varying from newspaper articles on the Mpumalanga Parliamentary Buildings to bones and other remains. On sources relating to the same subject we could see similarities and differences. This helped to identify bias and it was then easier to see the person's point of view and their motives for writing. People, we discovered, are normally biased on matters relating to political, social or culture, economic and military history. I've learnt that when I spot biased point of views it important to think: Why was this source produced? What could the creator gain from producing it? When was it produced? Who is the creator? The answers to such (and such like questions) help to determine to what extent I can believe the source.

(11) - Some of the skills that I feel I have learnt are to identify bias. I also feel that I have learnt that when looking at a source to try to ignore the adjectives and look solely at the facts. I also feel that I have learnt that you must not just assume things straight away and that you must always try to look at a variety of sources on a subject or you might get a very one sided view. I also feel that I have learnt to identify bias in myself even though people are often very blind to their own biases.

(12) - The section we did on the building of the new legislature was really interesting. The best part was the long discussion we had on corruption. We learned to see if a source was representing both the arguments equally and objectively or whether it was just from one perspective. When we looked at letters from W.A. van der Stel and the Freeburghers we learned how the language and the style of the writing affected the effectiveness and bias of a source. We also learned to judge the validity of a source. This related to the exercise on the building of the legislature because it showed corruption and abuse of power are nothing new.

(13) - One thing I have learned about History is that very few things are definite. Those who recorded History (the rich and powerful) often changed the information to their advantage, as we learned in the letters to do with Adriaan Van der Stel and his * in the Cape. Therefore one needs to be careful in identifying the reliability and bias in a source.

(14) - After learning about evolution, we learnt about bias. I find picking bias challenging now, like to read out a newspaper and actually see if they are being unfair or fair. I have

learnt bias can be very strong and I think a lot of people's thoughts can easily be swayed from bias to propaganda. I can also only now understand how people like Hitler could easily and gently change other people's minds and then bring on in full force propaganda. In those day and times, people probably read bias everyday in local newspapers. It makes me wonder if some people would actually achieve the power they want, through themselves and not comments or actions from the "Media"

(16) - Understanding the content is the basis of the analysis, as you must know and understand what you are interpreting and identifying. Being able to understand difficult language and knowing certain individuals, place to whom they refer to in the content, is important for moulding your own opinion. To gain a clear point of view and opinion of an article, one must be able to understand the content, it's sources and it's context.

Reliability of the source is an important factor, because if one is unable to identify the bias or inaccuracy of a source, one's opinion might not be able to hold water. This is where it's important to know and understand who composed the source because he/she might have a certain attitude towards the topic, which could contradict a lot of things. Going back to the botanical gardens once again, an individual to whom they refer in the article gave some valid information. I later learnt that this certain individual had some sort of criminal record and a past of fraud. Therefore, his information was definitely not valid! Another point from that article: when they spoke about the building and construction wiping out a species of plants. This could have meant that a whole entire species of plants was destroyed or it could have been a few plants from one kind of species. It's small things like that which make the sources unreliable and they are actually so vague that it's hard to pick up on them. Another example was when we discussed Simon van der Stel and the size of his farm. The slaves and workers had been complaining about their amount of space he used for himself and van der Stel denied it all. He said he owned a small house for the family in one source. In the second source, which was a sketch that he'd drawn of his house, it was an enormous double story. Van der Stel stupidly contradicted his own two sources, which sent him back to Holland.

The bias in the content is a very important point and this skill should be mastered. One should be able to identify if the content is written in a biased or an objective style and tone. I have come to learn that usually sources and opinions defend one point of view and never

support the other. This critical thinking is one sided and can often be unreliable. This is a good example for when you need to have the knowledge of the person who composed the source because they could be exaggerating the event to their advantage, therefore, their information could be inaccurate and unreliable. What you must also understand is that an opinion of a person is still an opinion and must instantly be taken as a bias view. This is where van der Stel contradicted himself, trying to be bias and not looking at it from the slave's point of view, he earned himself a ticket back to where he came from. I did feel sorry for the slaves because they were quite uneducated and they could not defend themselves as well as van der Stel could. They were manipulated in this way and probably bribed into many things not even knowing what they were doing.

Another skill needed is being able to identify the similarities and differences between the various sources. It helps one to depict the image given and maybe gives a better feel to the emotions involved. This also allows one to see how reliable each source is. You can also identify the bias from the different sides to the story, which are told. This way you can make comparisons to the views of the different individuals who compose the sources. I discovered that it's very difficult trying to identify sources that have been dug up from the ground. It helps to place the unidentified source with the sources which were found around it. You can then compare them to each other and maybe find a missing link between the two of them. When we, as groups, were given remains to identify, each source could relate to each other, making it easier to analyse. You should be able to question each source as much as possible to help you discover more about it. Also having an open mind about other options to its origin.

(17) - I think that the point of these two weeks has been to learn the difference between a biased and a non-biased statement. The lessons that gave a lot of practise with the above mentioned questions were those done on the Adriaan van der Stel farm. It was quite difficult to try and make sense of the situation as all sources were subjective. Out of these lessons, I learnt that you cannot read only one source and try to sum up the situation at hand. There are a minimum of three versions of a story, your version, the other version and the true version.

(18) - Through artefacts, you can discover the lifestyle of those it used to belong to by using all the information we have gathered to build a picture or story of the past. But there

is the possibility of making mistakes or errors by making assumptions of an object you cannot identify. You, with experience, gain and expand your knowledge. I have also learnt to understand tasks, see similarities and differences between sources, identifying bias and different points of view, assess the reliability of a source, how to study an object as a piece of evidence and consider all aspects of a situation or issue and learn the story of both sides.

(19) - Take bias for example. There's a word I constantly hear and see everywhere, not knowing what it means at all. I tend to ignore it but now I know it merely means to favour one side over another. For example, we as South Africans would be biased to Australians during a cricket match.

(21) - Can you believe anything I'm writing? Do you know if I'm telling the truth? Am I being bias? Am I reliable or unreliable? How do you know? What do you understand about the issues I'm writing about? Well, these are a few things I've learnt to answer. These questions cannot be answered unless you have had practice and time to put these skills to use. These past two weeks we have learnt to figure out the answers to whether to believe the author of that newspaper article, or that Fairlady writer, or even the news presenters on the TV and on the radio. Who knows just how honest they are being. Who's to say they aren't being bias? Who do you believe? We learnt to answer these questions by looking at things from all angles. Who wrote the piece, when it was written, How it uses parts of speech, why they use those words and not others.

(23) - Over these past few weeks of history, I have learned to ask questions; identify and check sources; pay attention to detail; look through other people's point of views; compare techniques; use second opinions and prove theories through looking at evidence. Through looking at sources you can define what, when, who, why, how and where something happened. It is important to ask these questions, to learn anything about what you are studying. Other questions you may ask yourself are; 'do I understand the issues at hand?' and 'am I looking at something as a whole or a piece of the truth?' Try and note the differences and similarities between sources and evidence, by sorting similar sources into categories. Through checking sources there are two main points to look for. One is reliability, this means to check if the source is dependable, true, solid and accurate. To recognize whether a source is in fact reliable or not, you must look if the source: contains factual errors; if it is subjectively or objectively written; if there are exaggerated

comments; if it is consistent with related articles; if it was written a long time ago, or by someone who was not there; if the source is primary (first hand information), secondary or tertiary information; and if the source contains contradictions within itself (scandals or rumours). Another way of checking sources is to look for bias. Bias means that the source is one-sided and shows favouritism to one party. Bias sources can often be misleading and cause you to either raise points about the source or to agree with it. To identify bias, look at: the attitudes perceived in the words, is it relevant or factual information, or has it been exaggerated; was the document written in spite of one party?

3. Personal biases and assumptions, on the part of the archaeologist, influence her understanding of past events.

4. Archaeologists cannot know everything that happened in the past.

(13)- Throughout the course we worked with stories, objects and ideas related to everyday living. For example, we studied the lives of the slaves working on Vergelegen. Because the slaves were uneducated and illiterate, we have no written evidence about how life on the farm really was. We are forced to use the evidence and artefacts that we have, and put together a possible scenario.

The skills your learners will develop:

5. Critical thinking - the examination and comparison of different sources of information.

(2) - Throughout the course, especially when reading sources from Photostat sheets I had good practice at bettering my assessment of a source, its reliability and which of the sources are most accurate (that, in particular was a new exercise for me which I found hard, but challenging to discuss and come to a conclusion about). An obvious example of this was the section about Vergelyking and the pictures of it.

When discussing Flora this would have helped as well. It was good to get some information on slaves and discuss, not only facts for once, but also feelings. Talking of name changes showed me that it did really happen. The exercise of writing a list of questions to ask about Flora, was a good way to discuss her, try to answer the questions and then listen carefully to fill in other answers to previously unanswered questions. It

was fun thinking what could have happened to her? Why was she in a grave? And what did she feel?

(5) - During this course I have learnt how to identify bias, check whether sources are reliable and decide why they are or aren't reliable. We have also learnt about corruption and how it dated back to times of Simon van der Stel and before. I think the main technique we learned is to ask questions, without doing that we would not have been able to find out where we came from. We have learnt to analyse archaeological finds by what we know of today and by the objects found together. By comparing the letters from the free burghers and Simon van der Stel we can see that by using different wording you can easily make a convicting sentence sound innocent. There were also differences in the way the free burghers and van der Stel drew his house. The free burghers made an aerial drawing which gave you a better idea of the size and dimensions of the house, while van der Stel just drew the front of the house so you could not see the dimensions accurately. Using the same example we can see that van der Stel's sources may not be as reliable because he had more to lose if the VOC believed the free burghers. He could have lost his house and farm whereas the free burghers did not have anything to lose or gain.

(9) - When we were looking and dealing with remains, a certain amount of logical imagination was required to solve the mystery of object's history. Once a suitable presumption had been reached, we had to research a little bit further to test it. If a presumption is proved wrong, we've got to establish what misled us. Making wrong presumptions is all right because it just extends your knowledge and insures that you are finding more about the truth.

(11) - Some of the skills that I feel I have learnt are to identify bias. I also feel that I have learnt that when looking at a source to try to ignore the adjectives and look solely at the facts. I also feel that I have learnt that you must not just assume things straight away and that you must always try to look at a variety of sources on a subject or you might get a very one sided view. I also feel that I have learnt to identify bias in myself even though people are often very blind to there own biases.

(12) - The exercise we did on the body in the slave house really got me to think. I learned not to jump to conclusions (I thought Flora was a man at first!). The essay we had to write

got me to use my imagination. It also helped me think about why the person was buried there and what their life was like.

(18) - I have learnt to consider possibilities while studying excavating artefacts. To apply my knowledge, categorise objects into different groups and to use my imagination to investigate the possible answers, from where you narrow down the possibilities to conclude what the objects once were and what they were possibly used for.

6. Lateral thinking - working with, and studying, artefacts similar to those excavated at Vergelegen. The ability to imagine / project a whole object from the part / fragment that is provided.

(3) - I thoroughly enjoyed the practical lesson. Looking through the different artefacts made it feel like you were a real archaeologist. I found it a bit frustrating at first, when you didn't know what the different objects were. But, after a while I relaxed and it was great fun thinking about what the artefacts were once used for. You could really let your imagination run wild.

(5) - From this course I think there are two main methods of identifying objects found on a dig. The first way is if it is still seen or in use today for example a thimble or a seashell, and the other way is by identifying what was found around the object and asking questions about why it would be near that object, for example the long bead looking objects that we saw and only later realised they were part of a pipe.

(7) - Learning to classify artefacts brought out my more imaginative side, due to having to try and picture in my mind what broken objects originally were. When one object was particularly obscure, I soon came to the conclusion that I would have to check the surrounding evidence. When the proper identity of the article had been given, it was fun to see if your assumptions had been correct.

(8) - One of the main things I have learnt is that it is very possible to make assumptions. It is extremely easy to judge an event or person after hearing only one side of the story. Often, however, it is necessary to make assumptions, in which case an example would be

the studying of artefacts. I found this section particularly interesting as we needed to think a little further than what we saw. We couldn't expect what we know an object to look like now, to have been unchanged then. In tying in with the study of the slaves rubbish, our rubbish study (our own) and a partner's rubbish was also quite interesting. It is fun to imagine what people do and eat by studying what they throw away as rubbish.

(9) - When we were looking and dealing with remains, a certain amount of logical imagination was required to solve the mystery of object's history. Once a suitable presumption had been reached, we had to research a little bit further to test it. If a presumption is proved wrong, we've got to establish what misled us. Making wrong presumptions is all right because it just extends your knowledge and insures that you are finding more about the truth.

(11) - One of the things that I especially enjoyed learning was in the lessons in which we looked at the artifacts that could have come from the farm of Vereniging. I found these lessons so enjoyable because we were actually able to put the skills, which we had learned in class into practice. We were also able to experience 'what it is like to try and work out what an artifact may have been used for and also what sort of time it was from.,

(12) - I really enjoyed trying to identify the slaves rubbish. Some of the objects were confusing and you had to think laterally. It helped me to realise how hard an archaeologist's job must be.

(13) - I enjoyed looking through the artefacts given to us and trying to guess what each of them was. It is often very difficult to decide what an object is because the artefacts get damaged (rusted, broken and disintegrated) and changed with time. Other factors which help to determine what an artefact is, are where it is found and what other things are found near it.

(17) - Looking through the artefacts was also a new experience. It was a lot more challenging than expected, to try and decipher the objects. You had to look at an object and the tiny details on it. I tended to jump to conclusions on certain items, like the crockery. At first glance, I immediately assumed that they were imported from the East,

due to the blue paintings. At closer inspection I could see the detail had more of a Dutch influence. It was literally an eye opener.

7. Interpersonal skills through co-operative / group work, and independent working skills. Archaeological work is both individual and co-operative. Specialists are drawn together to co-operate in creating an understanding of the past.

(1) - We discussed bones and graves and thought about whether we think it is right to dig up graves? If so why? What makes it right? What makes it wrong? That is something we can't reach a conclusion about so it is our own feelings and thoughts.

(3) - I enjoyed the discussions on how we feel about digging up people's graves. It was nice listening to everyone's different points of view. Emma's course was very informative and fun. I liked the fact that we discussed a lot of issues and we didn't have to sit and listen to someone talk the whole lesson. There was a balance between discussions, writing and practical activities which was great.

(7) - The class discussions were not a new thing for me but the topics we covered were. Having been given a question and hearing everyone give their own opinion, helped to loosen my mind and open my thoughts to new possibilities. The debates helped my mind to run clearly without sopping-and-starting. Working in a group also helped when trying to discover an answer. Another person's view point could shed light on an otherwise darkened question. When working in a larger group everyone can feel involved because their opinion does count. During the discussion of an in-depth topic I could actually feel the emotions of the class on the subject.

(9) - The key to making the past weeks work so well was encouraging everyone to think, form their own opinions and then to let them share. Working as a big group, one body (not just being dictated to by a teacher and having to agree) brought out skills like listening communicating properly and concentrating.

(11) - I also enjoyed the discussions, which we had, find these very interesting as you get to hear everyone's point of view on a subject. I also enjoyed the lesson we had on corruption, I feel that this was a very interesting topic to look at and discuss. I also

enjoyed the lesson we had on the skeleton found at Vereniging, I found this lesson fun and thinking of questions we would like to know the answers to was a good way to think about the subject.

(16) - I found, when we did the article on the botanical gardens and the judiciary court, there were many names and words which I didn't understand. After going through it all, we could discuss its contents. I felt that it was good knowing what I was talking about and having my own opinion on the matter. Also, hearing other people's point of views made me think for myself. Hearing opinions of others made me think further and deeper into the matter, as if their statement had opened a door into other options and views. So I found that I myself, have learnt to listen because the views of others may be different to mine but they help me "broaden my horizons" on the topic and make me think deeper. Another skill to ponder. So the key things I have learnt myself are: Listening to others and hearing what they have to say from their point of view, even if it's against your, will help you mould your own opinion. Small, unreliable things in the content can contradict a lot of things and noticing the people involved and how clearly they bring their point across. Being biased can cause you to contradict yourself and questioning sources and content (as well as having an open mind about it) can help you discover things which you could not see at first.

(18) - In history you think you only learn the facts and the outcomes of the actions taken, but always think you'll never learn the reasons behind the whole story. But I found that through the teaching, class discussions and debates, you can piece together information and imaginatively recreate a picture in your mind and understand the possibilities, because they come to you because they make sense. I believe the best way to learn History is through class discussions and debates. Through interaction with others, understand their opinions and points of view, considering the other sides of a story, while keeping an open and unprejudiced mind and attitude, you can learn more.

(19) - Another thing we 'explored' was the wide world of archaeology. Emma brought in bones and artefacts which were found at a site and we had to analyze them to see if we knew what they were and what they were used for. Many of us were wrong but Emma tried to teach us the 'tools of the trade', being "see if any of your artefacts connect with the

others in your pack". Simple, yet, again this activity also taught us group skills and how to learn from each other's point of view.

(21) - With Emma, we learnt to think for ourselves. How to use our own brain power to figure out things without having , fact pointed sheets in front of us. This benefited our minds and made us realise just how clever, or in some cases, how stupid we are. We had to put every visual thing we had learnt about * what that archaeological artefact was and how it could have functioned. I learnt there that during my life, no matter how clueless I feel, I know I have learnt because if I hadn't then I would not have been able to figure out that a strangely shaped piece of potter once made up a pipe, or find the bone that belonged to the fish at one stage. This lesson helped me realise how important it is to think for yourself and carry on learning. This lesson with the archaeology brought more relevance into my life. We had many discussions and during these our class has become an amazingly lot closer.

(23) - After identifying bias and reliability you can still ask questions like "Has your opinion changed?". Discuss and work with other people and their opinions and try not to make assumptions.

8. *Knowledge* - Some just listed what they had learnt – their knowledge, no reflection on it.

(1) - In the past two week when we had Emma Sealy with us, I leant al lot about corruption, the Mpumalanga Government and Willem Adriaan van der Stel (VOC). I learnt that corruption has been around a long time and that it will possibly be with us in the future. When we learnt about Willem Adriaan van der Stel we learnt about his huge house, the freeburghers (who didn't like his house), the VOC, his 200 plus slaves and Vergelegen (where he stayed) We went on to learn about Flora, a slave who was buried underneath the floor boards of the slave house, we still don't know why or how she died and why she was the only body to be found there. We still have some unanswered questions but we presume that she used and worked with her hands well. She came from a Tropical Island (most slaves didi with the Trade Routes).

(2) - The first lesson we did on Mpumalanga was a good way to begin the course because it was a modern example of what we would be doing further on, but, a lot earlier in history. It also got me questioning the so called "good and reliable" government. This was a new aspect of the government not so familiar to me, which shows how covered-up and down-played shadowy dealings become.

(3) - Learning about Vergelegen was great. I've been to Vergelegen quite a few times, so it was really nice having some background about the place. When we looked at the pictures of Vergelegen drawn by the Freeburghers and Wilhelm van der Stel, I could come up with my own conclusions as to which pictures were reliable.

(5) - Adriaan van der Stel is a good example of corruption. He had employees under the VOC who were supposed to work for them but instead van der Stel used them to work on his premises. The free burghers were not happy with this or the size of his house and land or the fact that he did not allow them to trade with ships, so they wrote a letter of complaint to the VOC.

(12) - The section we did on the building of the new legislature was really interesting. The best part was the long discussion we had on corruption. We learned to see if a source was representing both the arguments equally and objectively or whether it was just from one perspective. When we looked at letters from W.A. van der Stel and the Freeburghers we learned how the language and the style of the writing affected the effectiveness and bias of a source. We also learned to judge the validity of a source. This related to the exercise on the building of the legislature because it showed corruption and abuse of power are nothing new.

(18) - This past term I have learnt about early human development which took place in Southern Africa through archaeological evidence, found out about hunter-gatherer, herder, and mixed farming lifestyles; the spice trade in Batavia and about the new society created by the Dutch, slaves and other in the new settlement at the Cape.

9. *Opinions* - Some offered their opinions on the course, how it affected them

(1) - I found out from Emma that Flora was reburied in a new grave. That could have been a new topic for us to discuss: do we feel it is right to rebury bones of a skeleton or should it be left in a museum for educational purposes.

(2) - The course which we did over the last few weeks was interesting, informative and fun, because, not only was it reading and learning, but also discussing personal issues and sifting through artefacts and evidence. When doing Vergelyking, what could have been even better, could be for our class to go to Vergelyking during the duration of the course to get a 'feel' for what it was like, its actual size and splendour. I think not the learning of actualities, but rather talking about identity, biases and prejudices we grow up with and into, and thinking about things we take for granted when looking at, reading or thinking of something, was what I gained most out of the course.

(3) - Where do I get my identity from? This question got me thinking about something that we often take for granted. We are all unique and all of us have a different identity. This will also affect us on how we will relate to different aspects in History. I am a rather sensitive person when it comes to people being inhuman to each other. Learning about the slaves like Flora (who had Arthritis) made me feel upset, that she had to work so hard. The slaves also had their names changed to Christian names like Moses. I would be extremely upset if someone changed my name. I believe that your name is a part of you and has a role in your identity.

(7) - For me, my favourite part was having to look through the eyes of someone who had lived in the past and try to see what they would have seen. To put their skin on and walk around was fascinating to me. Imagining what the people in the past thought and what their fears were. People today can learn from the people in the past by the mistakes that they made. It is true that history repeats itself and from this we can apply our knowledge well for the future generations to benefit by us. I also found that there are some things in history that have not changed. Such as racial prejudice and class discrimination. But maybe learning about our past can help us to improve our future, and maybe see where mankind is headed. The work we covered on slavery has been a great interest to me. I cannot really relate to any of it seeing as I was not born in the Cape. But learning about the treatment the slaves received and how little human life was valued, that does have relevance to my mind. I must admit I find it hard to believe the stories written of that time,

yet they are all true and they all have a lesson or a moral to give. I am very thankful to those Historians who write accounts of these events down for others to read.

(9) - Throughout the weeks I became aware how much my own personal bias influenced the way I think. I realized that I trusted certain articles more if they came from a more familiar and positive source. Then I got thinkin-, if I'm like this, so must everyone else, so what do people think of me from the things I say, own, have and do? Understanding your personal bias is important when it comes to making judgements. Doing group-involved exercises, I've come to know my class member and how they think, and this is the most important thing I've learnt. Now that I know them, we'll be able to work positively in class and use the skills that we learn to their full potential.

(11) - Some of the things that I did not enjoy that much were the lesson on analyzing our garbage. I found this lesson quite boring and I had also done it before. I also do not particularly enjoying looking at and analyzing sources although I realise that this is a vital part of History.

(17) - I liked the way questions were asked at the beginning of the weeks as it gave me an idea as to what I should be aiming towards. I concentrated on these questions and they really helped. I now understand what I should more or less be looking out for when reading sources. I felt very much like a guinea pig, which was probably the only thing that was less than great. This was probably due to the questionnaires that had to be filled in. I think that one of the greatest lessons learnt in these history lessons was to expect the unexpected.

(18) - Reflecting on my own personal bias' and prejudices, knowing where my sense of identity comes from and understanding myself from questions asked during history lessons has a lot of relevance in my life because it helps me to discover things about myself and know my own perceptions better. I have realised the purpose of these questions being asked is to help you get a better sense of yourself, your character, the way you behave and how you react. History isn't only about learning the facts of the past, it's about learning about yourself through your own past.

(21) - These discussions, no matter what the subject, taught me, not only that the Mpumalanga government built on a botanical garden, using our tax money, but that by listening to two sides of a story you gain respect for one another. You provoke or defend, but whatever one you choose to do, you have full respect. This government made me feel ashamed. People should be content with themselves and not use power as a controller. Power is a dangerous thing that totally overwrites any good thing, in its way. The government could have fed, clothed, watered and housed millions of people with that money, but no. Power overtook them and they ended up with one monstrosity of a building, ruining the natural botanical gardens for a maximum of twenty five people's gain. How could anyone, especially the government, strike that as fair? They let down the people, the workers of the land. Without them, they would have no power, they don't realise this though.

University of Cape Town

Reflections on the Vergelegen material by Teacher 1 at School C.

Although through our chats there's been quite a lot of feedback going both ways, I had a few other ideas and so thought I'd write them down.

First, thank you so much for letting us use your material. As I've said to you before, it is so time consuming and difficult for me to find material like that. I really appreciate your generosity. It was also great for me to see new material. I have exhausted the sources found in most of the available books, and so this was refreshing and interesting for me.

I must admit that I felt rather intimidated by having someone in the classroom watching my and the girls' every move. Initially it made me rather self-conscious, especially because I have very little real knowledge of archaeology and I did not know the classes well either. I think for most teachers having to teach unfamiliar material and to be watched would be difficult.

One problem I have with the material is that it seems rather disparate. There are three sections to it: Corruption and van der Stel; studying artifacts; and the slave grave. Although they have Vergelegen in common, it's quite hard to make them fit. I found bringing in Flora didn't really fit with the rest. The artifacts we looked at were not from Vergelegen and therefore the students couldn't build their knowledge about Vergelegen or slavery from them. Also Flora was not a slave on the farm at the time of van der Stel.

If I used this material in my usual teaching syllabus, I would do the artifacts stuff at the beginning of the course, and do van der Stel when I do the VOC and early Dutch settlement, and then do the grave stuff after they have done other stuff on slavery. They would be better equipped to write the Flora essay then, and they would see the material within a larger context.

I don't think I taught the grave section very well, because I wasn't fully clear on the logic of its inclusion. If the exercise had been something like: here is the grave that was found and these were the artifacts from the excavation. Piece together what you can about slave life, or what happened to Flora; also what can't you find out etc Then they would apply the

skills they learnt by looking at the artifacts to this collection of evidence.

You mentioned that one gap in their knowledge is what happened to the slaves after emancipation. I am not at all surprised by that, because they have never learnt about slavery. They also have done no early SA history. All they have done is Apartheid. Also, in many ways, their lives are deliberately protected so they haven't been encouraged to think about the world around them in terms of the people, their identities and histories. Hopefully, by the end of the year, if you assess them on such issues, they will be more alert to the larger picture and more conscientised.

All in all it has been great to start the year with this material. The girls seem to have enjoyed the process. I will give you the assessments they do of themselves, which will clearly show what they are aware of learning.

One problem with OBE is that so much learning takes place subconsciously and incrementally; only years later do students realise what the teacher was getting at. There is no way to measure that outcome.

Thanks for volunteering to help us put together something on Wynberg. The Head of Geography and I will be meeting fairly shortly to brainstorm and I'll give you a call when we do. I am also very keen on the idea of excavating some area of the school garden. As soon as I've asked the powers that be, I'll get back to you on that.

Good luck with your research. I would love to have a copy when you've written it all up.

Interview on Tuesday 13th March at 3:00pm, 19 St Andrews Road, Rondebosch

Questions asked by Pia Bombardella

1. What were the aims of the project?

PIPPA: Actually I think you should turn that off ha ha. I think the aims of the project were to get the kids to reflect more on the learning process as they were going through it, to make them more aware of archaeology and how archaeologists work and in terms of their practical, what they do practically and also the like moral issues they have to face, um. And it was also to try and heighten their critical awareness of sources, to uh to have a sense of whether they could trust a source or not or what are the problems with sources and also just looking at artifacts and things like that, whether they have been tampered with, whether they are whole, or are they decayed and why and that kind of thing and to make judgments about sources of information rather than just to accept them on face value and they also had to think about the relevance of the issues to be discussed being in terms of today's issues like corruption and I think also on the slavery quite a lot of them seemed to learn, I don't know if the aim was to learn, they seemed to learn compassion and those kinds of values about people's lives and how they were treated.

DI: I think one of the things I think I would say they did learn as well, was when they were looking at the artifacts and piecing together the story of what these artifacts represented they realized it is not the object that holds the bias, it's actually the archaeologist or the historian that brings along the bias, so we talked quite a lot about personal bias when talking about the artifacts, so that was I think very very valuable, and also looking at you know from the Mpumalanga point of view and then looking back to Vergelegen and looking at the corruption there, we looked into quite a lot of detail at Willem Adriaan Van der Stel and you know the supposed corruption then. We also had, it was quite interesting because one of the girl's father had built the wine cellar, in our class, so she brought along a book, so we also read in that book about what else went on at Vergelegen. There was a lot more that the farming of vineyards and the fruits, there was a lot of vegetable farming going on there it also gave a different perspective too, so that was interesting. And I think it was interesting, the girls really enjoyed the whole um, looking at the artifacts and piecing together and thinking what could they possibly be, that was for me the most fun so as an aim it was also fun for them.

2. Do you think they were achieved (if not why not)?

DI: If you point out the aims as Pippa and I pointed out now, I think they were achieved, yes they were achieved and the reason being that we had a lot of discussion around the whole, around these aims and I think a lot, um a lot was learnt.

PIPPA: I think that you can't assess that yet because a lot of the stuff that went on was the first time that the kids thought about things, like personal bias, or I know we had a long discussion about identity. What is identity, what goes to make that up and they were trying out new ideas that they hadn't before so I don't think they crystallized those ideas yet, they'll only maybe, they might not be conscious about developing them further, but I don't think there is a measurable outcome for that, um I also think just from what we've done since then, that conceptually they understood what was going on, like the bigger picture they understood, my lot anyway but when I got them to apply their skills to a fresh set of information, their reading skills and that kind of ability still wasn't that developed um and so they could do it in terms of discussion and general overall analysis of what they're doing, but when applying it to the nuts and bolts again of a different situation they still need to develop it further, their reading sources and looking at sources and looking at bias and stuff.

DI: Actually it is quite true, they are better at it I also find that, at speaking and orally they are better but because what happens then is somebody else will add their bit to it, um my group was very small, only six of them, so with having a discussion someone would say something and it would trigger off something else, so in a group discussion, as a group they were actually quite a dynamic group, but also recently I have also done an exercise which simply was unrelated to this particular exercise although it still had to do, it was looking at archaeology, um I found that they didn't answer their questions as well as I thought they would and I was quite surprised by that, because they had been so articulate or one particular person was a very articulate person who said an awful lot and yet her written work was not as good as her verbal work.

PIPPA: In terms of assessing academic skills there is still limitations and it is because it's new, they are still developing it. I think in terms of developing aims for life study, which is also, you know those kind of issues. I think as I said you can't really assess them yet as it is still crystallizing but it was the first step and I think that was successful. They thought about a lot of issues they never thought about before and so in terms of education as a life process it was valuable, and I think it worked.

3. **What are your views on the organization of the project? Would you have done anything differently?**

DI: Well I think the project as it stood, I think it was very good but I think perhaps you could start in various places in the project as well, because it was done in sections so I think you could mix the sections round as you wanted to in fact and it would still work fairly well. I know you began with the Mpumalanga and you would have to begin there but another possible starting point could have been digging up the Flora that could have been a possible starting point, I think. Because the one thing I was thinking about as one jumped in a way from looking at Willem Adriaan Van der Stel and the corruption and then one suddenly did jump then to Flora and how was one really gonna link the two. In a way, I'm just wondering now, and then I did think about it then maybe one could say it was slightly disjointed there, one could link it better or have but all and all, ja you know, it was a bit of a jump, it's almost like two separate issues in a way.

PIPPA: Ja, I also thought that was artificial in that the artifacts in the bag, they were kind of were lead to believe that this was what you would find in a slave house, but they weren't artefacts from the slave house so it was a bit of a lie, you know sand o that fitting in Flora with the other stuff and the artifacts, just it didn't seem to work for me and I found that part difficult to teach it cause I didn't know the logic of how it fitted together. And also think that although this worked in isolation the kids had no knowledge of the VOC, or of slavery or of any South African history at all. So um I think that meant that in terms of content I am not sure how much content got conveyed. I think a lot of other things got conveyed but not knowledge of the period, which isn't the end of the world, that wasn't really one of the main aims, so, I think there are a lot of assumptions about assumed knowledge which they didn't have, so teachers had to fill that in quite a lot I found.

DI: As I said I got mine to read before we started, I told them to read some material, some background material about the VOC etc. So they at least had a background and where we were placing Vergelegen historically.

PIPPA: I find I think Emma said it was fine for us to use her material. I would use her material again, definitely, cause I thought it was excellent resources but I would use them as separate units. Like I do like we tend to do a bit of a chronological thing from evolution, through early South African history, and I would do, when I do the archaeological stuff I would do the artifacts and then when we're doing the VOC and the whole thing then I would bring in that section and when we're doing slavery I would

do Flora, give it a bit of context, otherwise it's a bit bitty. I think it might have been more effective to start with the artifacts.

DI: Yes, I almost think so too, maybe you could have had the Mpumalanga to start with, to say, no I don't know, but then if you start with the artifacts it wouldn't really link up so well...

4. If you were to participate in future projects would you organize them differently? How?

Why?

DI: I'm also definitely gonna use it because the girls enjoyed it and because they felt involved with the whole thing and it kept their interest.

PIPPA: I think it was also quite nice for us to do it at the beginning of the year, I was a bit threatened at the beginning because I'd never taught these girls before, I didn't know them and they didn't know me, so it was. I think some of my classes were a little stilted at times, because partly they were thinking which was I think quite new and also because they didn't trust me and to have a classroom where it is based on discussion, you first have to trust and I found that quite difficult to bridge whereas Di had taught all the girls, she teaches, before.

DI: It was easier for me, cause they already knew me, they had a whole year of my teaching last year, so they already felt comfortable, and we were also sitting in the library around a big table as well, which also helped, so it was also almost in a discussion circle.

PIPPA: At the same time I am pleased now that we did it at the beginning of the year, because it was a way for the class to get to know each other. A lot of them commented on that in their assessments of it, through the discussion they learnt so much about their classmates, and their views, so that was really nice.

DI: Ja

5. Will you use any of this material in the future? Explain your answer.

PIPPA: I don't think I would do the "bring their own rubbish."

DI: No, I wouldn't

PIPPA: It is not practical because they didn't do it. They didn't bring their own rubbish and then you're stuck. Plus some of them did that as an exercise in Std. 6, when looking at sources and stuff in Std.6, you start with the source based stuff, very early um it's a bit of repetition in some ways. I think maybe I would restructure that and bring my own rubbish maybe, and then they could judge it or something. Although that was quite nice in terms of personal bias, so it was nice, but it just didn't work cause they just didn't bring the material, so ja.

6. If this material were adapted to fit Outcomes Based education, how would you change it?

PIPPA: Well, I think one thing I did, I don't think Di did it, with my class was that I gave them four specific things I wanted them to look at while we went through the material, um so I added outcomes to it, um, so that was one thing, OK. The other thing is.....I think that question is a bit laden because no-one really knows what Outcomes Education really is, we're all just guessing in terms of assessment. They maybe could have had more peer assessment or something like that. But I think this material in terms of what I understand OBE to be is fairly Outcomes Based, in a way that I think we taught it anyway.

DI: Yes

PIPPA: Um, I think the questions as they stand now are too simplistic for the level that we taught. I certainly used that as a guide but I asked many more questions, much more based around skills, and emotions as well as um ja, I think so. The one thing we, I think wasn't so good was, and Emma did keep stressing this, was how were we going to assess it, cause she hasn't got assessment stuff in there and we did different kinds of assessment things and I think the one assessment thing that I did was that they had to assess what they learnt, not for the content, but apart from the content what had they learnt, and I think that was quite Outcomes Based. Their answers were unbelievable, I mean stunning. There's an exercise they did on Flora which is in fact in here, they couldn't actually do because they don't know enough about slavery so it didn't test, it wasn't really a fair assessment I don't think, it didn't test what they learnt.

DI: I had a sort of source based test, where I took um a midden, that one in Bloubergstrand or Melbosstrand sorry um, a newspaper cutting and what I did, I asked them, to use some of their skills they learnt here by including some things like saying what could you assess from that particular artifact, that was something they had already learnt from here and um how could you tell that this person might be a San for instance, what could you say about the diet of the person or how would you detect what diet the person would have had, and that was a lot of using, you know, looking at Flora and how they assessed, who she was and how old she was and where she had come from and what she'd eaten. So I tried to include those sort of questions in it, but with a completely different exercise, and they did very well with that and also with the Flora, but mine also wrote something about Flora. I said they could write anything they liked about the slaves and they ended up writing dairy entries and imagining what it was like coming from Indonesia and arriving at the Cape, and what that was like. And others really just spoke about their life, there and then at the Cape on a farm, like Vergelegen.

PIPPA: Did you find them informed? Were they good?

DI: Some of them weren't too bad because I think they'd also read up a bit as well, in their Readers digest text book, and I think they read up on it or I could tell one or two actually got some background information, they had to have otherwise they wouldn't have been able to write what they did write. And others used mainly their imagination, thinking what it would have been like actually being a slave, which is also interesting, so one was more a historical type of essay and one was how would you feel, the sort of drudgery of being a slave.

7. **Were the questions pitched at the right level for your students? Or were they too easy/too difficult? Which ones did you have problems with? Which ones did you change? Which others would you change?**

DI: I think they were easy yes, a lot of them.

PIPPA: I didn't use the questions, I used them to prepare myself, but then in my teaching I mean you've got to think on your feet so having a piece of paper with the questions on doesn't really help, well not me anyway. So sometimes I would use them as a guide or a way in maybe, but then the lesson, to make it more dynamic, we did questions that respond to what they say, so I can't remember what questions I asked because they depend on how the kids respond, but I think that the questions here

are fairly what, when, where, you know they're quite straightforward identification questions. There very few about of compare this source with that source, or that came a bit later um.... (long silence) Like on the first exercise on Mpumalanga there weren't that many questions around the fact that this came all from the same article, you know, and it was only one perspective, you were asked to kind of go along with it the way it was set up and that you would trust these sources and not trust the bad guy, but I actually started getting them to distrust the ones they were meant to trust as well and say there isn't enough information to make judgments on this material, but none of the questions there lead them to that, those questions just lead them to trust what they're reading, which was a bit contradictory cause it was about bias, so I think for a Grade 8 level that might have been appropriate but for Grade 10 they needed a bit more dynamic involvement with the issues.

DI: Ja more challenging sources

PIPPA: I think that one problem with source-based stuff is that it is really hard to get sources that lend themselves to comparison. You can find one or two that are really good but to find a whole range that give you a range of perspectives or whatever is really hard and I think that in the Mpumalanga one that was lacking, the other ones were a bit better although it was based on really just one source where they captured the free burgher's views and Van der Stels views, it was still quite limited, it did not really give a sense of the complexity of the issue, but I also know how hard that is to do and make that accessible, so...

DI: Ja, they were a bit, those pictures were good, of the actual Vergelegen home that was really good. I think one need to also try and get a variety of sources, sometimes it's really easy to get written sources, sometimes you find its easy to get a painting, its good to try and get all sorts of sources, the personal view of someone, and an object, something that has been passed down in history, and um so ja a variety, just perhaps to make it a bit more challenging. To make it more challenging.

8. You were allowed to choose the method of assessment. Were you happy with this or would you rather have been given concrete guidelines?

DI: Once I started I wondered how on earth was I going to assess it. I thought oh my gosh now we've come to the end of this exercise, how are you going to assess it and then I was chatting to Emma and she actually said "Well, I've got some newspaper cuttings would you like to use any of those?" and I

was happy to use those, I was really happy to use them and with the Flora one I did feel a bit hesitant about it cause I realized we didn't really go into enough detail and how were they going to write an essay on it, so I did feel a bit hesitant and assessing material is always much easier when you've done it already so you sort of know the kind of things you were gonna talk about and also there was a lot of material available that you could then go and look and find somewhere else, completely different material, that you used here but based around the same topic.

PIPPA: I think that would have helped to have a couple of other primary sources so you could then put together some kind of source based test, that could test the skills that they're been doing cause I and for that reason the Flora exercise, it was a bit of an unfair assessment because it didn't test what they've been learning, um I thought that the assessment things I did , I actually also in the beginning thought um, I wasn't annoyed that there wasn't an assessment but I thought that's the difficult part, that's the part that everybody slips out, kind of passes the buck you know, but I also quite liked the fact that it was very Outcomes Based, that you must think of the assessment before you begin the process, I think that's one failure of the material in terms of it's claiming to be OBE, if it does claim that, you can't be OBE if you don't know how you are going to assess it, that's the point. The outcome is the thing so I then quite liked having to think for myself what am I actually doing and how must that be assessed so, I found that my essay that I gave them on what have they learnt, it was phrased in a more articulate way, but I can't remember what it was now, actually was a fair assessment because I'd been stressing that the whole way through back to the four skills that I had given them in the beginning and checking that everyone knew that they could do them, so they actually had vocabulary and the analytical ability to do that exercise. So in the end I was quite pleased with that one,

DI: I must admit when I was looking at the aims and I didn't think of the ones that like Pippa thought of as the aims, I was thinking here of these aims, critical thinking, lateral thinking, interpersonal skills and archaeological work is both individual and co-operative...creating an understanding of the past. I would say yes they did learn those skills because they are verbal, critical, lateral thinking, interpersonal skills, working in a group, that was definitely achieved. It was excellent group co-operation.

PIPPA: But there was no assessment of that.

DI Ja

PIPPA: You see that was where it fell down there should, especially in the small classes, they should have assessed, peer assessment, we only did teacher – pupil assessment. But there should have been some kind of group assessment for OBE. The assigning a mark for that is extremely difficult because it is open to subjective...

DI: Not just at the end but throughout the whole the process, that is not sort saying now that is it now lets assess it, in fact you almost have to assess it throughout...

PIPPA: Yes , And you have to tell them before hand...

DI: Ja

PIPPA: That you are assessing

DI: Hmm

9. What else did you choose for assessment?..

PIPPA: Well basically we both did the Flora essay on the slave and then I did this essay where I asked them about what had they learnt through this process and they wrote an essay on that, but um, but it was within the context of continued talking about that through the whole thing and then you (Di) did the source based exercise on newspaper articles...

DI: Ja and I gave a test sort of possible memorandum, ideas of a memorandum to them

PIPPA: So I don't think our methods of assessment were particularly outcomes based. They were more conventional methods

10. Do you think your chosen methods of assessment adequately tested your pupils learning? If not how would you improve this in the future?

DI: I think we have answered that question as well, because we have just said that it didn't really, that Flora, didn't really test adequately what they had learnt and they had an essay to write for that. In

future what I would do is I would look up or find other material around, not necessarily Vergelegen, but just look at other material say around objects and artefacts and how you assess them, that's, for me that's what I found the most interesting and getting a part of an object and finding out what it is what its used for.

PIPPA: You see I think that's the difficult part though as teachers you don't have access to much stuff like that if you've got a class of twenty you have to find each kid ten objects that's two hundred objects that you are looking for

DI: Ja

PIPPA: You now, Its Not that that would have been a good I think as a way of assessing and they would have to speculate about what they are that no that

DI: No it isn't I don't mean actually getting the artefacts themselves but that, sorry, other articles or pictures, yes,

PIPPA: Even that is hard

DI: Even that is hard

PIPPA: There aren't, archaeology books are not accessible, they are academic usually, um you might find a few but I haven't seen that many...

DI: But what I must say, what I found interesting because I was doing the Russian revolution and it was quite fascinating that just at that time I found this article in a textbook about how they found the Tsar and his family and how they managed to work out who was who, and the identity of all of them so that linked to the Flora. So for me it was interesting for me learning about the Flora um because this then linked with it and putting together the bones because a lot of them were so damaged they had had sulphuric acid poured all over them so some of them were quite damaged but that was interesting linking that so I would probably use that as an exercise so some of the things I learnt here, those are the questions I would ask there (pointing to lessons?).....

11. **What skills do you think your pupils developed during the project?**

DI: I would say that mine because I had the girls before, last year, in a large group situation of 28 in a class we never had the opportunity of discussion as we did here and they never had the opportunity either, a small group discussing so I think that they developed skills of, ja I do think they developed these skills of critical thinking, lateral thinking, and interpersonal skills through co-operative group work and independent learning skills. I think they developed those skills because none of them had really heard one another speak like this you know and I think that is really sad that that doesn't often happen. In the end those are the skills that you actually need in life you have to be able to discuss, it is all very well to be able to get on with people, anyway in a situation when you have to speak Writing is good you need that for school but you need to be able to speak as well and it was very good from that point of view.

PIPPA: I think they found it interesting to hear their classmates have intellectual ideas. They talk about boys and social life, and what have you, to actually hear to follow a debate that when ideas are being discussed I think they really actually enjoyed that. I think they also learnt listening skills, in terms of each other. They listen to the teacher a lot but they didn't really listen to each other that much before. I also think they became a lot of them commented on the fact that they had heard this word bias before but they didn't know what it meant and they seemed to get a much greater understanding of what bias actually was - their own and to recognise it in other people. And I think they also started to question the written word you know because things said contradictory things, so they believed one, and then if they believed one they couldn't believe the other one, so one of them was problematic if not both and I think that was quite liberating in some ways because they tend to, if something's printed, they believe its true. A kind of humility in a way and they have to actually learn to be more analytical in that sense. Um but I think they also learnt the skills of empathy through the slave stuff. But that slave stuffs hard to assess because it was quite superficial but it seemed to move them the fact that the slave house was the same size as the pigeon house really got to them in my case that kind of summed it all up for them. Um ja, so although I am not sure about what they learnt in terms of slavery I think they learnt a lot. I find these questions hard to answer because in teaching you can never really pinpoint what kids learn ...they learn things they are not meant to learn they learn what they are working to learn.

DI: I think that, not in this particular class, but I sometimes think in another class now, that I am teaching and I have say 28 girls in a class and I sometimes you know I never, I no longer if a girl is quietly I know a girl is quietly not really interested or whatever, I realise now that you can never get all 28 but you will get a core group who are actually interested and if that core group are interested that that's good because you can't really be you know if you've got a core group who are interested but you know there are one or two who aren't there is no easy you know you can break the thought process and by sort of saying "oh well you do this" otherwise you will never ever get anywhere and I realise that there will always be people who won't interested in a specific topic.

PIPPA: They may also appear not to be listening or learning something just not doing what you intend them to learn.

DI: ja

12. **What do you think of the use of artefacts in a classroom situation? If you were given them with adequate descriptions and information would you be prepared to use them in your lessons?**

DI: Well I would definitely use them I think they are very very interesting to actually to able to touch things, feel things, look at them, turn them around and to know that these are artefacts. I think are very very good and it has also made me think too how important objects are really because often you think with sources objects are probably the ones that you think of least, very often, you know if I am setting a test or whatever I don't very often think of putting in an object. Now I always think of putting in an object whether it is a statue with its head broken off um, or whatever, I think it is very important I now think that objects are the base the whole base of this really and what one says is your bias coming in, personal bias, with that sort of history.

PIPPA: I also think what they learnt from doing the objects that they were comfortable with objects as opposed to written sources was that they don't have to do right answers. They were quite comfortable to hypothesize this could be that it could be this you know whereas with a written source they want it correct like there is one answer or something so they got use to that idea of you can have hypotheses with no answers and I think at school level that that's quite an achievement to reach that level and it was the object that facilitated that breakthrough.

13. **Where there any lessons that you weren't sure you knew the aims of?**

PIPPA: Um The Flora one I still find a bit puzzling. I am not quite sure. Ja that didn't hang together for me at all and I felt I wasn't confident teaching it either because I didn't know what I was meant to be doing with it really we had quite nice hypotheses about why there was one grave in the slave lodge that was quite fun but even the information we had about Flora was virtually all inconclusive as well, so there was nothing that you could really get to grips with there, yes and the artefacts weren't from Vergelegen and they didn't relate to slaves so I didn't know how they fitted in there.

DI: The only thing I was thinking about when I went through the Flora exercise as well there were some questions that were asked I think the answers were supposed to be further on as you read further on, but some of those questions I don't think I could still not have answered having gone through.

PIPPA: But that was fine that was kind of the point of the questions

DI: Ja

PIPPA: I think kind of the point of that was that you couldn't get all the answers, I think, but there needed to be more there wasn't enough there I didn't find it challenging enough.

DI: It was fascinating and interesting for me.

PIPPA: Oh I actually did things the wrong way round but I didn't realise that I was doing them wrong when I was teaching because you're meant to do Flora at the end and I landed up doing Flora earlier on somehow we got onto a discussion of identity and all the rest that lead to slavery and identity so I did Flora, and then only realised afterwards oops I was meant to do this at the end so I actually did do it the wrong way round. And then the artefacts that we did last, was a nice way to end because the kids really enjoyed, it kind of didn't fit in so I don't know if I found that particularly difficult because I did it wrong or I did it in the wrong order.

DI: I found that alright that part of it was fine it did seem to fit together the artefacts with Flora that part.

PIPPA: I think I am a purist, I wanted proper artefacts from the slave house, ha ha, then we are talking about the slave house, otherwise we are talking about general artefacts it is a different thing you know, for me.

DI: I thought the artefacts were from the slave house

PIPPA: Really that was a lie.

- 14. The material is available on the Internet. Have you had a look at the web site? Are you going to? If other educational material is placed on the web, would you use it?**

DI: I think the web site is very very good, I think it is excellent to use, I haven't used it for Vergelegen, but I think it is excellent. We are doing sixties projects at the moment and there is the most incredible information on the web site and I think it is interesting, it is incredible that we have that available.

PIPPA: I haven't looked at this particular archaeology web site yet, um but if there is good sources on there then I would use it because it is so hard to find or I find it very hard to find sources on that stuff or any archaeological sources. Maybe because I don't have the training so I don't know where to look and I certainly try it is not through lack of trying so then I tend to rather stick to more historical kind of sources because I know I can find those, I know where to find those. So to know that you could find primary or just artefacts or stuff like that on the web would help...I would definitely use it.

DI: Hmm

- 15. How did you feel about having Emma around when you taught your lessons? Did this impact on your teaching and your pupils learning?**

DI: Well we, it was fine for us having Emma there because she was an observer and we almost at times, sometimes, at the very beginning we forgot that she was there. Um, we got sort of engrossed in what we were discussing so it didn't matter that she was there and then later on towards, towards the end, I think we included her a bit more and, and, yes we did, because at first we were thinking of her as

just being an observer and then later on we did include her. So, for me I found that it was fine having her there.

PIPPA: Well it was not fine really...One I didn't know the girls and I felt quite exposed having someone watch us whether it was me or them before I had a relationship with them because for me teaching is about relationships not just about knowledge and stuff so I felt that a bit invasive in terms of my developing a relationship with them. Um I also know that my knowledge of archaeology is minimal, compared to my knowledge of history, and um normally I would wing that or I whatever so that the kids would never notice but because there is an authority in the room I tended to be a bit too differential to her in a way, which I don't think undermined my credibility for the kids, but it for myself, so I didn't like that feeling ... teacher a control freak. Um I also don't like when I teach to have people who are not involved in the process. Like I spend a lot of energy with kids, getting them involved you know. So if there's one in the corner then I'll make sure there is eye contact and there's interaction, there's something and Emma was always very much off to the side and quite well obviously quiet in fact I found that distracting because my natural style is to be inclusive, so I found that quite difficult. The energy flow kind of broke there, well um er ja, I understand for her, she needed to observe, that's what her role was but for me I would rather that for we that we had team taught it, because she could have brought much more stuff into the process I also felt that when like doing something on Adriaan van der Stel this is just meant to be an example, but I would have liked to have had more background information on him they asked me things about like his family and then they talked about, the one source talked about the house for his family and they said it makes a difference what size his family is you know...answer questions like that um ja

16. **How do you feel about Emma using your answers to this interview and other data she collected in her Masters dissertation? She will not mention the schools's name, your names or you pupils names.**

PIPPA: Well I don't mind, I thought that was the point of it wasn't it?

DI: For her masters, and if you aren't using the schools name the you aren't really...

PIPPA: I don't mind at all I would quite like to see it though because I think to come into a school for two weeks and make a whole lot of assessments about it is quite an arrogant thing to do, um whether

they are good or bad assessments by which to anywhere to have it sussed I don't think would be very effective so it would depend on that it would depend on that kind of approach, she can still say whatever she wants but I do think it is a very artificial situation, um and as I said teaching is about relationships and she came right at the beginning of the year so all that dynamic isn't established yet. So it's very much looking at the content is isolation, the relationship is in isolation, very artificial, I presume she would have those kind of answers within it.

DI: I must say that I, I know that I am very fortunate in having the six girls that I have are bright girls, they are bright girls, I would not like to have, they enjoy conversing. I would have been stuck if I had six girls who sat there like puddings, they made the whole thing these girls made the whole thing they really did, it wouldn't have been the same if they had just sat there anything and I was trying to draw everything out of them, I didn't have to do that at all we just followed what was going on and everything just flowed very very well.

PIPPA: I had that problem with my small class, there are only five, three are, two are, one is very interested, two are quite bright, and the others are average. I had to work really hard at allowing different kids different ways in to make them feel part of the process, that was quite hard because they didn't know me either so... lots of silences. But I don't mind silences, the big class also had silences but Emma and I had a discussion about it. Silence often is the best thing because it shows they're thinking. We didn't always pop and fizz but I quite liked that too because there was a sense of self reflection going, which you don't get often.

DI: I think going back to that as well when I think of last year when I had to do a course I did a course with the Grade 8s. I was teaching the Grade 8s a topic and I didn't know any of these Grade 8s, none at all, and I had them in front of me and I found it very very difficult because they didn't know me and they didn't trust me yet, I found it really difficult day. They very next day I had the Grade 9s most of whom I had taught at some point and immediately they were much warmer towards me and ready to co-operate and interested in what was going on, so that was so much easier, much much easier. So Pippa's actually right, building up a relationship is what it is all about with your pupils, that's really what its all about, that's why it's so difficult when you first go into teaching or when you first go into any situation the beginning of the year, a new term, a new school, anything it is so difficult, um and it takes a while for it to happen.

PIPPA: I also think um that that this material, they are not interested in this history it's really remote and they don't care about Adriaan van der Stel and I think this course was actually successful in making them interested. I don't know if they were interested in Adriaan van der Stel they were interested in issues of identity and bias and all that, whenever it was relevant to them, they kind of perked up and got into it, um but I think it is quite inaccessible for them, this kind of stuff.

DI: Hmm they aren't interested in this history, unfortunately. I think if it is earlier South African history then they are fairly interested but you know Flora doesn't only pertain to Vergelegen, Flora might do but not the whole issue with the artefacts. Also you know what they did find interesting was looking at those two pictures, they loved those two pictures and also you know how you can make a building, a property look big and how you can make it look small.

PIA: Great!

University of Cape Town

Checklist, provided by Teacher 1 for her learners, on how to examine sources

How to study an object as a piece of evidence

In order to study an object as a piece of evidence, we have to ask as many questions as possible about it. Even if there is no definite answer to a question, it may lead us to a better question or in some way provide further insight, here are some questions to ask about an object.

- What is it?
- What is it made of?
- How was it made?
- How old is it?
- Is it whole, damaged or altered from its original form?
- Who made it and for what purpose?
- Are there lots of objects like this one?
- Why has this survived? What does it tell me about the society of that time?
- How is it valuable to the historian?

How to use photographs as historical evidence

Photographs are a wonderful way into the past, but they need to be looked at as carefully as any other source to see whether they are useful or reliable. The following questions can guide us towards making that decision. You might not be able to get all the answers and sometimes some questions will be more useful than others, but it is important to ask as many questions as possible.

- What is the photograph of?
- When was it taken?
- Where was it taken?
- Why was it taken?
- Who took it?
- What does the photograph tell you about the people, the place and the time?

- Who is in the photograph? Are they old, young, male, female, and so on?
- Look carefully at the people's facial expressions and how they are interacting. Do their expressions tell you what they may be feeling or thinking?
- If the photograph leaves out certain people, for example it is only of men, can you explain why this is so?
- Does the photograph show a natural situation or is it posed (set up especially)?
- Has the photograph been altered in any way? if so, for what purpose?

How to analyse a cartoon

Cartoons will give an artist's point of view on a particular topic. To work out what view they have you need to look at the cartoon closely. Ask the following questions of it:

1. How are the people drawn? What view of the people does it give? What does this tell you?
2. What else is included in the cartoon? Is there any writing on the cartoon itself?
3. What symbols are used to get the message across? Which images are drawn large and which small, and why? Look carefully at other information the artist is giving you.
4. What information do the date and caption contribute?
5. What is the artist's intention? Does the cartoon have a particular message? What is it? Does the artist want the viewer to react to the cartoon in a certain way? Has he or she succeeded?
6. Is it a positive or negative perspective of the topic? What do you know of the period that might support your view of the cartoon?
7. What does the interpretation of the topic tell you about the artist? Can you find bias? Can you work out whom he or she supports?

How to pick out bias

1. What words are used?

Does the language used one point of view sound good or bad without directly saying so?

What kinds of attitudes do we associate with the words used. For example, notice the difference in attitude when you say, 'the boy has curly hair' compared to, 'the boy's hair is a frizz.

2. Which facts have been included?

- Are all the facts from one side of the argument only, or is there an attempt to take into account all the relevant information?
- What has been left out?
- What has been exaggerated?

(Even though it might sound neutral, the selection of facts will put across a particular point of view.)

3. Why was this comment made or this document written?

- Has the person any reason to be one-sided?
- Is she or he trying to influence or impress a particular group of people?

(Not all of the aspects mentioned need occur for someone or something to show bias.)

How to decide whether a source is reliable or not

No source is necessarily either reliable (accurate or trustworthy) or unreliable, It is more productive to ask whether the source is reliable for your purpose. For example, a cartoon may be unreliable to telling you about the events of the time, but is reliable in indicating the attitudes people had to the topic.

A source might give unreliable evidence if:

- It shows clear bias of the writer.
- It contains clear factual errors.
- It contains exaggerated comments.
- It is inconsistent with similar sources.
- It was written a long time after the event it describes.
- It was produced for a particular purpose, which might affect its reliability.
- It contains contradictions within itself.

Remember a source can still be useful for some purposes even though it might be unreliable for others.

How to do an interview

1. Explain to the person that you have a history project and that you would like to ask him or her questions about his or her life in the past.
2. Ask the person if he or she would let you interview him or her. If he or she says no then ask someone else.
3. Work out or write down a list of questions which you hope the person you want to interview will be able to answer.
4. You will need about half an hour to an hour to do the interview. Therefore special time must be set aside for it. Nothing else must be going on while you are conducting the interview.
5. As the person speaks either tape record his or her answers, or jot them down in point form. This will be your record of the information which you will use later.
6. While the person is speaking ask more questions that get him or her to clarifying what he or she is saying. Encourage them to speak rather than judge them critically.
7. When you have finished, thank the person for sharing his or her time and experiences.